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Identifiers-Africa, Catholic International Union for Social Services, International Labour Organisation, United Nations Economic Commission for Africa

A collection of documents from the Fourth Conference of the African Adult Education Association includes minutes of the general meeting and discussion groups, the secretary's annual report, and some of the papers presented at the conference. The primary emphasis was on personnel training, and most of the papers dealt with training techniques and the programs of particular countries or institutions. Illiteracy, night schools, part-time teachers, community development, inservice training, and the folk school approach were among topics receiving particular emphasis. Diploma programs in adult education were described. Some comparisons between European and African personnel training and adult education were made. [Not available in hard copy due to marginal legibility of original document.] (mf)

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TRAINING FOR ADULT EDUCATION IN AFRICA

Papers From The Fourth Conference of
African Adult Education Association,
Khartoum, Sudan
28 December 1968 - 4 January 1969

AC 005 098

AFRICAN ADULT EDUCATION ASSOCIATION

General Meeting: Thursday January 2nd. 1969 at 6.00 p.m.

AGENDA

1. Chairman's opening comments.
2. Minutes of the general meeting held at Makerere University College on Friday January 5th. 1968; and matters arising.
3. Secretary's report.
4. Treasurer's report.
5. a) Report by Joint editor on the Association's Journal.
   5. b) Newsletter.
6. Proposed amendments to constitution.
7. Cooperation with other bodies - E.C.A., Association of African Universities, Canadian Adult Education Associations.
8. Date, place and theme of next Conference.
9. Election of new committee, i.e.:-
   - Chairman
   - Deputy Chairman
   - Conference Chairman
   - Secretary
   - Treasurer
   - 3 to 6 Committee members
10. Any other business.

LALAGE BOWN
SECRETARY.

AC 005 098

APPENDIX TO AGENDA

Membership of Association Committee for 1968.

Chairman and Conference Chairman:	Ustaz Ahmad Abd Al-Halim, Sudan.
Deputy Chairman :	Mr. Daudi Mwakawago, Tanzania.
Secretary:	Prof. Lalage Bown, Zambia.
Treasurer:	Mr. William P. Capstick, Zambia.
Deputy Treasurer:	Mr. E.M.C. Mulundika, Zambia.
Joint Journal Editors:	Mr. Norman Hart Dr. Colin McCaffrey) Zambia.
Members:	Mrs. Thelma Awor; Uganda
	Mr. M. Dori, Ethiopia.
	Mr. Emmanuel Haizal, Ghana.
	Mr. Joshphat Karuri, Kenya.
	Mr. Nicholas Kuhanga, M.P., Tanzania.
	Mr. Richard Mwakatobe, Tanzania.

AFRICAN ADULT EDUCATION ASSOCIATION

General meeting, Tursday, January 2nd, 1969 at 6.[illegible] p.m.
at the University of Khartoum.

SECRETARY'S REPORT FOR 1968.

Introduction:

The Association's name was changed at the 1968 General Meeting to enable it to become Africa-wide, and the 1968 committee was thus the first one with the task of attempting to operate on a continental basis. During the year therefore it was preoccupied largely with problems of organisation and publicity; and it is hoped that its activities have also laid some foundation for future development.

Organisation

The Committee has met three times during the year at Makerere in Zambia and here in Khartoum. For the first time it was possible to hold a committee meeting in between annual conferences. This was owing to the generosity of several employing institutions who gave leave and paid fares for committee members, and of the University of Zamia which bore all expenses within Zamia. Further, a sub-committee on fiscal relationships within the Association was set up in Tanzania under the chairmanship of Mr. Daudi Mwakawago the Association's chairman and completed its work in time to report to the Association.

In addition, the secretary was able, in the course of travelling on various duties, to visit several officers of the Association for consultations; including visiting Khartoum for a few hours at the end of August to discuss conference plans and bring an extensive mailing list for circulation of the Newsletter.

General Publicity

A short press release on the Makerere conference was prepared in January and was sent, together with the conference resolutions,

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to some 70 journals and newspapers throughout the world; and the Secretary wrote a special report for the journal of Modern African Studies.

A general information paper about the Association was prepared in French and the constitution and 1968 conference resolutions were also translated into French.

A member of the Association attended a meeting of the Arab Literacy Organisation of the League of Arab States, and was able to inform them about the Association and the Khartoum conference.

One Newsletter was issued, at the expense of the University of Khartoum in October.

Development of the Association: National Associations.

Several of the corresponding secretaries nominated at the Makerere general meeting were able to move towards the formation of national adult education associations. National bodies have begun to operate in Tanzania and Zambia and preliminary national meetings have been held in Kenya and the Sudan. The Ghana discussions are under way and it is hoped that the long-established People's Educational Association may be able to affiliate. The constitution of the Tanzania Association is available on request to Mr. Mwakawago if other countries wish to use it as a model.

Development of Association: Strengthening of secretariat through links with other institutions.

a. The committee has formed the opinion that the Association has reached a stage at which it needs a permanent base. It was suggested that Addis Ababa would be an appropriate place and that it would be valuable to seek the help of the United Nations Economic Commission for Africa. The secretary therefore met Dr. Robert Gardiner, the Executive Secretary of the Economic Commission for Africa, and discussed possibilities with him. He gave verbal assurance of his full support for the Association (and this has been confirmed by his message to this conference) and expressed readiness to provide some office space in Africa Hall and some administrative help. The Secretary was referred by him to the Social Development Section of the Economic Commission for Africa's Division of Human Resources Development; and she visited Addis Ababa to work out details. If this meeting approves the idea of a base in Addis Ababa and a link with the Economic Commission for Africa, the Committee will make written follow-up of these negotiations. It may also be possible to obtain help with interpretation at conferences from Economic Commission for Africa.

b. The next problem will be the appointment of a full-time officer/organiser for the Association. Dr. Alan Thomas, the Executive Director of the Canadian Adult Education Association, Toronto, following his attendance at the Makerere conference and his visit to five African countries, drew up a helpful paper on possible lines of development for the Association, which has been the basis of lengthy discussion in the Committee. Dr. Thomas has suggested a tri-partite partnership between the African Association and the two Canadian Associations over a period of three years to establish a permanent administration; and a telegram has just been received from him indicating that the Canadians are ready to go into such a partnership. The Committee has welcomed the prospect, provided that the chief full-time officer appointed under the scheme is an African; but it will need the sanction of this meeting to go ahead with negotiating an agreement.

c. The Committee has believed that links with other bodies whose interests are related to any branch of adult education can only be fruitful. During this conference, therefore, the support has been solicted of the Association of African Universities. The Executive Vice-President of that Association has expressed his hope that co-operation will be possible. An invitation has been received to send representatives to the North American Galaxy Conference on Adult Education to be held in Washington in December. The Committee has accepted the invitation, subject to being able to find finance. It has nominated Ustaz Ahmad Abd al-Halim, the current chairman, as one representative, and has left it to the incoming committee to nominate a second person.

Conferences

The Chairman of the Makerere Conference Mr. Ronald Clarke, has sent apologies that he is unable to be present at this meeting to give his report on that conference. Members of the Association are, however, formally notified that, thanks to the Milton Obote Foundation, the conference proceedings have now been printed under the title of Continuing Literacy and may be obtained from the Foundation.

The Chairman of the current Khartoum conference will be reporting on it in future, but certain points should be mentioned, here, in order that the meeting should make appropriate acknowledgement:

1. The University of Khartoum has contributed £2.000 (Sudanese) to the expenses of this conference;

11. The Friedrich Ebert Foundation has undertaken to underwrite the publication of proceedings;

111. The British Council has made it possible for Mr. Edward Hutchinson to be present, the British Ministry of Overseas Development have paid for Dr. John Lowe and half the expenses of Prof. Dasan Savičvié have been borne by the Yugoslav Government.

1v. The Ariel Foundation has enabled two-members of the Committee to be present by paying the fares of Mr. Emmanuel Naizel from West Africa and Mr. Daudi Mwakawago from East Africa.

Most participants in the conference have had their fares paid by their own employing institutions and ministries, and the Association will doubtless wish to record gratitutde for the support of governments

Universities and voluntary bodies in this fashion.

Other Activities of the Committee.

The Chairman continued as a member of the executive of the International Congress of University Adult Education, and attended its meeting in Leeds in July. He also visited the Soviet Union and Lebanon where he mentioned the Association.

The Secretary spoke on Adult Education in Africa at the annual meeting of the African Studies Association of the U.K. in September and included mention of the Association. She also, in the course of other work, visited or(participated in) the following and provided information on the Association:

University of East Africa Senate Adult Education Committee;
Institut Francais d'Afrique Noire, Dakar;
University of Ghana Institute of Adult Education;
University of Lagos;
Director of the Department of Adult Education & Extra-Mural Studies, University of Ibadan;
Dean of Education and Professor of Adult Education, University of Ife;
Committee of Extra-Mural officers of the Universities Council of Adult Education, U.K.
(The latter are publishing a journal which might be of interest to members).

General Acknowledgements.

In the present slender condition of the Association's finances, most of the work undertaken by the committee has been carried out without drawing on the Association funds. All the general administrative expenses of the Secretariat have been subsidised by the University of Zambia's Department of Extra-Mural Studies and the Administrative expenses of preparing for the conference have been borne by the University of Khartoum School of Extra-Mural Studies. Moreover both the Secretary and Treasurer have travelled on Association business at their own expense.

LALAGE BOWN

SECRETARY.

2nd. January, 1969

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AFRICAN ADULT EDUCATION ASSOCIATION: EXECUTIVE COMMITTEE

Minutes of the Meeting of January 1st. and 2nd. 1969, held at Grand Hotel, Khartoum.

Present: Ustaz Ahmad abd al-Halim - Chairman
Mr. Daudi Mwakawago - Deputy Chairman
Miss Lalage Bown - Secretary
Mr. William Capstick - Treasurer
Mr. Emmanuel Haizel
Dr. Colin McCaffrey.

1. Minutes of August Meeting

These minutes have already been circulated, and no amendments have been received.

2. Plans for Next Conference

a. Theme. It was proposed that the theme of Adult Education and National Development be recommended to the general meeting. This theme would include study of the role of Adult Education in achieving independence, the problems of coordination at present, and adult educational planning. The conference should include a workshop on evalution.

b. Place. The Secretary reported that the Chairman of the Makerere conference had never replied to the Nigerian offer. In view of this and of the fact that there was still only one person from West Africa at the conference, as well as in view of possible political complications, it was decided not to take up the resolution of the previous conference. It was decided to recommend to the general meeting that Ethiopia be the first choice, and that Tanzania be adopted as alternative choice.

c. Timing. It was agreed to recommend that in future the Association's conferences meet every second year, so that the intermediate year be used for nation (or regional) conferences. Nevertheless, the Association's present stage of development did not make it appropriate to wait for two years from now. It was therefore proposed that the next conference should be held not later than 15 months from the present one, and preferably in January 1970 ,

3. Agenda for General Meeting.

The following agenda was agreed:
a. Chairman's opening remarks
b. Minutes and matters arising
c= Secretary' Report
d. Treasurer's Report
e. Journal and Newsletter
f. Constitutional amendments
g. Cooperation with other bodies
h. Next conference
i. Elections
j. Any other business

It was decided that the treasurer should introduce item 'f'.

4. Treasurer's Report

This report was accepted for presentation to the General Meeting. The Treasurer pointed out that it didn't relate to conferences which were the pesponsibility of the chairmen. He reported that the chairman of the Khartoum conference was donating the £1 conference registration fee per person to the Association and would also affer it any surplus on the Conference account; on the other hand,he would make no claim on the Association if a deficit should be incurred. The committee thanked the chairman warmly and it was agreed to inform the General Meeting. It was agreed further that the Clarke should be pressed for his statement of account for the Kampala conference and that he be asked to transfer to the Associationthe remnant of the Dag Hammarskjold grant.

The treasurer reported to the committee that the Evelyn Hone college of Further Education had been holding for the Association the proceeds of the busalia conference on Mass Media,but had now authorsed its release. The principal of the college had given 75% to the Zambia National Association and 25% to the African Association. It was agreed that the treasurer should apply the 25% to his expenses the country to the conference since he had paid personally for the journey.

The treasurer stated that he had been having a number of difficulties over exchange control. He was therefore authorised to

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seek expert advice on exchange problems.

5. 5. Secretary's Report

This report was amended and then accepted for presentation to the General Meeting.

out of it, there was a discussion on the of conference reports.

6. Editor's Report -

The Editor undertook to report on the Journal to the general meeting .

7. Suggestions for Committee Elections-

It was agreed to nominate the following as officers of the Association:

Chairman- Mr. D. Maukawago
Deputy Chairman- Dr. S. Lnquai
Secretary - Miss L. Town
Treasurer - Mr. William Capstick

It was pointed that out that Ustaz Ahmed abd al-Halim would become a member of the new committee as of night.

8. Matters for the coming Executive.

a. Conference plans - the programme for the next conference should include space in the time-table for meetings of the Executive.

b. Cooption's - it would be useful to coopt Mr. Abdel Wahid Yousif and the new executive, and consideration should be given to a Nigerian.

c. Executive meeting - it would be necessary to make provision for a meeting of the Executive Committee during the year.

AFRICAN ADULT EDUCATION ASSOCIATION

SUMMARIES AND HIGHLIGHTS OF PAPERS READ ON 2/1/1969

1/- Mr. Erik Bjerre: Danish Experience and Africa.

The Danish folk high-school carried with it a message of enlightenment and the unfolding of personality for national and international understanding. It had a spiritual wellspring which was really "anti establishment" and led to the mass production of pioneer. It was characterised by lack of professional training, and a willingness to tackle major problems, not just to pass people through an academic will.

Where Africa is concerned, the problem is one of trying to import the Danish experience wholesale. It is the idea that is important, and its manifestation in Africa should depend on local conditions. In Kenya, the multi-purpose centres with professional training added thereto, are the attempts to translate the idea in action.

It was pointed out that the levels of literacy in Denmark was a significant factor in the movement.

2/- Mr. Kwesiga: The Nsamizi Training Centre and Makerere:

The initial research at the training centre was prompted by the fact that a Diploma course in Adult Education was planned for Makerere. There was the need to study the one centre now engaged in training for community development. This would ensure that courses planned at Makerere would be meaningful from the start.
Initial findings indicate the following:

a) The need for the study of the content of the syllabus in relation to field work.

b) The need to relate the content to the category of student, be they beginners or experienced hands.

c) The need to evaluate work done , and to provide suitable books.

3) Mr. Daka : Night Schools in Zambia.

The original purpose of the night school was to improve the academic standard of those already in jobs in the urban areas. The facility has been extended to the rural areas without, however, any change in content. Apart from pedagogic problems, the major concerns are now the aims of the course and what to do with the graduates of the school whose orientation does not now seem correct.

a) Mr. Dusan - Yugoslavia.

Mr. Dusan's paper highlighted the fact that adult education has became all academic sugject, and all professionals should receive adequate academic training. This is a treature of Yugoslav adult education.

5) The British Experience: Manchester and Edinburgh: Mr. Harris and Dr. J. Lowe:

What was done in these two universities was to subject of the two short papers. Training for adult education was accepted in these two universities. This is provided by long-term or short-term courses, from the seminar to the post-graduate degrees.

The question of fragmenting the study of adult education, both in theory and nogistically came in for discussion from the floor. It was felt that adult education should be regarded as a subject dealing with adults, however necessary it was to specialise in aspects of it. Its wholeness should be emphasised.

6) Mr. Abdel Halim - The Sudanese experience:

Training in adult education is accorded priority, from the lowest to the highest levels. Local and foreign centres we used, and where top level people go overseas for studies, these is an insistence that disseration should be on Sudanese or other African practice. The university of Khartoum is planning a two-year diploma course.

It was disclosed from the floor that the Shendi centre admitted candidates with 8 years primary education plus 2 years teacher training. Life at the centre is planned to simulate the localities graduates are going to serve. Thus there is an insistence on messing by students, and the formation of cultural and social clubs.

7) West German experience:

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

Danish/Scandinavian (Residential) Adult Education in Relation to Contemporary Needs in Africa

By

Mr. Erik Bjerre
Rural Development College,
Folk High School for Developing Countries,
Holte, Denmark. 1.
(On secondment to Institute of Adult Studies,
University College, Nairobi.)

UNIVERSITY OF KHARTOUM

Khartoum 28th. December 1968 to
4th. January, 1969.

DANISH/SCANDINAVIAN (RESIDENTIAL) ADULT EDUCATION IN RELATION TO CONTEMPORARY NEEDS IN AFRICA

By

Mr. Erik Bjerre
Institute of Adult Studies,
University College, Nairobi.

1. The Folk High School movement emerged as a dynamic force in nation-building from the middle of the last century, based on the following two ideas.

A. Education for Democracy.

Democracy is only possible if people have an understanding of the 'common good' and a willingness to collaborate.

B. Education for Life

Man is a divine experiment, and the students must learn to face the reality of life, in its marvellous sublimity and in its terrifying horror.

Enlightment and unfolding were regarded more important than knowledge, but at the same time refreshing of school-knowledge played an important role.

2. The movement is religious in origin, but doesn't confuse school (teach) with church (preach).

3. Plain living and high thinking.

No gap between the standard of the Folk High Schools and of ordinary houses.

Made an essential contribution to development because it was dealing with essential problems.

4. The living word.

The inspired oral presentation can be understood by all students irrespective of their different back-ground.

5. The personal method

A close relationship between students and staff facilitates a sense of security and self reliance which is important in a changing society.

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6. The essense of the residential course was a spiritual inspiration which was converted into practical enterprise. Mass-production of pioneers.

   It made the farmers proud of being farmers.

7. High Status of the movement makes the job of principal a lifelong career.

   A residential centre can be a growth point for a district and provide added impetus and direction to the community. It must have its own atmosphere, and former students and neighbour must regard it as their centre.

TRAINING FOR ADULT EDUCATION -NSAMIZI TRAINING CENTRE FOR COMMUNITY DEVELOPMENT WORKERS

Introduction:

Although this paper is on the training of Community Development workers, I wish to point out that I do not belong to the Ministry of community development and cannot therefore pretend to know in detail how the ministry is organised or how it works. I chose this topic, for two main reasons:

a) As an adult educator I am interested in all agencies that carry on the training of adult educators.

b) My department, the centre for continuing education, hopes to start a diploma or certificate course in adult education in the near future. Hence I thought it useful to consider the organisation and functions of the Nsamizi Training Centre in order to find out what problems they are facing and to see whether there will be any possibility of collaborating with them when we inaugurate our own course, I do also hope that this paper will be of some use to all those engaged in this kind of work.

Nsamizi is a government training centre dealing mainly with the training of community development workers. Many of these are employed by the government but there is also room for other community development workers employed by private organisation and other voluntary organisations. In actual fact, it is the only centre in Uganda that undertake this kind of work on any reasonable scale.

In Uganda the community development programme covers a variety of activities; "these include mass literacy programmes, improvement of rural communications, health, hygiene, education of woman in her home in nutrition, child care, home management, fostering of indigenous handicrafts and small scale industries, residential and non-residential training programmes for leaders and members." Whatever the nature of these varied activities their objectives are in many respects similar, i.e. to help people help themselves in their struggle against "poverty, ignorance and diseases" and to help them to become aware of their role and contribution to nation building.

Hence, community development is a very important factor in the country's development - social, cultural, economic, political etc; and hence the more important it is for those employed in this kind of work not only to be aware of people's needs, available resources and problems but also to know how they can help these people to help themselves.

As outlined in the Nsamizi "Handbook for Community Development Workers", the major objectives of the Nsamizi training scheme are to give these trainees skills in:

a) approaching people and winning their confidence and co-operation, having established trustful relationships with them.

b) Knowing the resources of the community as well as the technical expertise available in government and non-government sources.

c) Communicating with the community, equipped with special methods and techniques by which information can be transmitted, understood and applied by them.

I have so far been talking in general terms. For the rest of this essay I shall be more specific by briefly looking at the following:

1) WHO ARE THESE COMMUNITY DEVELOPMENT WORKERS BEING TRAINED AT NSAMIZI?

They can be roughly classified into two categories:

a) The ones newly recruited in the service. These are in the main the newly appointed field community development assistants, some other few people from other government departments and a few voluntary workers. They have had at least eight years of education and are able to follow lessons in English, the official language of instruction. As they are new in the service they have to be briefed about their work for a period of six months -five months theory at Nsamizi, followed by one month of practical work.

b) The second group is composed almost exclusively of those who have already been in the field for quite a long time and have already undertaken the six months course referred to above. In fact this is a form of a refresher course designed to keep them up-to-date and to acquiant them with up-to-date theories in the principles and practice of community development. Having themselves been in the field for a long time they are also expected to contribute a lot to the course.

I shall say more about this when I discuss problems of evaluation. In the meantime I shall try to concentrate on the first group by observing in greater detail the content and purpose of their course.

(ii) THE CONTENT OF THE COURSE FOR THE NEWLY RECRUITED COMMUNITY WORKERS.

The activities of the community development worker in Uganda touch every aspect of community life. Like all adult educators he is a jack-of-all-trades. This is easily reflected in the content of his course. After looking at the Nsamizi syllabus, and (after) a great deal of talk to the tutors and trainees themselves, it is possible to list the contents of the course as follows (the order does not imply the importance of the subjects)

a) Principles of community development

In this course the meaning, aims, principles and practical application of community development are examined at length. The course also serves as a general introduction to the beginners.

b) The role of the community development worker

This involves a discussion of the necessary qualities that should be possessed by a community development worker e.g. ability to coOperate and get on with people.

c) The fields of community development

This is self-explanatory; it is a discussion of the scope of operation.

d) Running clubs and training club leaders

There has been a marked growth of clubs in Uganda of late, and especially in rural areas. Members come together for various purposes and it is the duty of the community development worker to encourage such clubs and to give them advice and help. He will help them to form constitutions and to elect officials, teach them how to run meetings, and will try to get them expert knowledge on health, agriculture, nutrition etc; hence this forms an important course at Nsamizi particularly as it is realised that clubs do play and can play a very important role in bringing about higher standards of living and in developing a community spirit of responsibility.

e) Methods and techniques of communication

This involves teaching community development workers theories and problems of communication, with particular emphasis on adults: how do adults learn, how can one communicate with them effectively, what are the basic conditions of a successful communication process, what use can be made of visual aids, what are the advantages and disadvantages of various teaching methods and techniques and how various methods can be combined.

f) Finding facts

A community development worker works with the people. He must therefore know a lot about them: their needs and available resources, their attitudes to various things, customs etc. People in rural areas must be understood if suspicion is to be removed. Hence at Nsamizi, community development workers are taught the im portance and methods of gathering information and how this information can be put to beneficial use. In addition to these course, experts from various fields are invited to give lectures in specialised subjects like child care, nutrition, agriculture and health, A community development worker must be able to advise people and teach club leaders how living standards can be raised by better food, improved hygiene etc..

g) Illiteracy, its problems and implications.

A number of people can neither write nor read. In this course, community development workers are taught methods and techniques of eradicating illiteracy. Its problems and implications are also discussed.

I should also mention that while they are undergoing this training they are given a lot of opportunities to listen to lectures in what I might call civics or general knowledge: government and its organisation, the constitution, the rights and duties of a citizen etc.

Practical work is stressed. The trainees are occasionally asked to give talks to their fellow students while the tutor is in the room and the last month of the course is spent in the field.

TUTORS

As already remarked, Nsamizi Training Centre is a Government institution belonging to the Ministry of Culture and Community Development. These tutors are therefore civil servants and like all civil servants have to work within the framework of the Government policy. They have got considerable experience in field work (having been field workers themselves), and some of them have, in addition, undertaken diploma courses in Social Work at various colleges. Hence they are qualified to do this kind of work.

FINANCE

Nsamizi obtains its finance direct from the Government. Government-employed community development workers and workers from approved voluntary organisations do not pay fees nor any other money during their training. The rest are charged 5/= per day towards course expenses.

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PHYSICAL FACILITIES

Only between 20 to 30 people are taken in at a time and there is enough room to accommodate the.

CONCLUSION

What are the major Problems?

a) Lack of evaluation Evaluation is very necessary to assess the effectiveness (or otherwise) of the course. For a long time this was left in the hands of the Community Development Officer in charge of the district - through his report and the Ministry staff meetings. I feel, however, that the tutors themselves should do a lot in the way of research and visits to assess the effectiveness of the course. They are aware of this and have in fact started visits to meet their former students and see how they are getting on. But lack of time (and possibly lack of finance) limit how much they can do. The same two reasons limit their efforts to do research, so necessary particularly in a developing country, probably they should try to involve the university in this kind of work. And here I agree with A.S.M. Hely when he says that "there is need for more research into "adult education as a special field of knowledge. In both professional training in adult education and in the research which provides the basis of an academic discipline the university has a big role to play" (quoted from 'New trends in Adult Education'). As already noted above Makerere Centre for continuing education hopes to start a certificate or diploma course in adult education in the near future. I hope there will be more collaboration with Nsamizi in the field of research and evaluation.

b) Lack of suitable books at all levels.

Shortage of books is not a new story. But Adult Education itself being a new and ambiguous subject obviously is faced with more complicated problems. As Roy Professer has observed: "there is not only a general lack of reading material, but where it does exist it is often not of the right sort. Books relevant to local adults using local examples and suited to local needs are sparse since most books are not produced locally but imported from overseas", (quoted from Adult Education for Developing Countries). Nsamizi is aware of this. So far two manuals directly concerned with the training of adult educators to work as community development workers have been published with the help of Milton Obete Foundation. But this does not solve the problem at the lower levels where many people do not understand English. Nsamizi people are aware of this as well, and are at the moment trying to translate the two manuals into vernacular, for the use of club leaders and those who do not understand English very well.

FUTURE PLANS

Future plans are still being worked out. However, there is a possibility that Nsamizi might, some time, start a two year intermediate diploma course in adult education. This is a very welcome suggestion and I hope other agencies involved in adult education will cooperate with Nsamizi to develop professionally trained African adult educators. But at the moment I feel that this may not be possible or easy unless adult education becomes centralised. One way of doing this is to form a national adult education board as recommended by the 1963 Uganda Education Commission Report. At the moment there is still a lot of fragmentation and duplication of services. This leaves a lot of gaps and wastes the already meagre resources.

Jassy B. Kwesiga, (Centre for
Education, Makerere University College)

THE NEED FOR TRAINING ADULT EDUCATORS FOR NIGHT SCHOOLS IN ZAMBIA

Phillip J. Daka

One of the best known forms of adult education work in Zambia to-day is the Night School system which started fourteen years ago and has in that time enabled many adults to improve their academic qualifications. Some former students are now holding senior posts in Government and the private sector, whilst others have proceeded to universities or other institutions of further education. What is striking about this Night School work is that it has been undertaken by people who have no special training in the field of adult education.

In view of what the Night Schools have achieved despite part-time and full-time staff having no special training, it might be asked whether it is really necessary to have specially trained people when school-teachers employed as part-time teachers or full-time organizers do the job just as well as anybody else.

To ask a question like this one is to fail to grasp the real extent of our problems in Night School work where observations reveal that:

i) There is a very high drop-out rate (even though students pay enrolment fees which are not refundable if courses are discontinued).

ii) A very small proportion of those who complete the course obtain full certificates at the first attempt in external examinations.

iii) The text-books used, particularly for primary courses are too childish for adults.

iv) Teaching methods are invariably "chalk and talk".

v) No evaluation method other than written tests and examinations is used.

These seem to be some of the weaknesses in our work which could best be tackled by professionally qualified people. It has been suggested that some contributory factors to drop-out and failure in external examinations could be bad teaching by teachers who, though trained to teach children, do not know how to handle adults and use methods appropriate to them; lack of suitable selection technique of students for different levels of courses; written examinations which scare some adults except at certain levels where passing an examination creates favourable prospects.

To overcome these problems it is essential that part-time and full-time staff be trained in adult education work. I will now deal individually with these two groups of staff and how they could be trained.

(a) Part-time Staff

In 1967, there were 1,718 part-time teachers engaged in Night School work teaching classes ranging from the Beginners level to G.C.E. 'O' level. From the Beginners to Grade VII level, almost all the teachers are trained to teach children. Usually the same teacher teaching, say, Grade V, during the day, will teach an adult class of the same level in the evening. He will use the same books, the same methods and the same classroom. To him there is no difference between teaching adults and children. The only difference he sees is that children learn during the day and adults learn in the evening! Obviously many adults are discouraged and discontinue the course when they are treated like "grown-up children".

At the Secondary School level, some of the teachers are not trained and may not be school teachers. They may be graduates doing jobs not related to teaching. These teachers need help from experts but, when this help is not forthcoming, they resort to the only methods they know, that is, the way they themselves were taught either at school or at university. Such methods are not suitable for an adult struggling to obtain his Junior Secondary Certificate.

(b) Full-time Staff

These are the Adult Education Officers and Organizers. All are trained primary school teachers. They are well experienced in teaching children, but have no special training in adult education.

The Education Officers, more by accident than design, have undergone training in administration. From the angle of administration alone, therefore, these people are adequately qualified and do not need long courses in adult education. What they do need is to go on Study Tours and to attend Seminars to broaden their outlook as well as to be brought up-to-date in adult education trends.

The Adult Education Organizer is a very vital officer. In rank he is junior to the Adult Education Officer, but he has the same teaching qualifications and experience. The Organizer is responsible for up to sixty classes in his area. He is responsible for starting new centres, employing and paying part-time staff, supplying equipment, collecting fees and assembling statistics. At times he may inspect classes but, because he has similar experience and qualifications as the teachers he tries to help, his contribution is undermined by his lack of specialised knowledge as regards the adult learner and teaching approaches suitable for him.

The Ministry of Education, which is responsible for Night School work, and the Extra-Mural Department of the University of Zambia are aware of these problems and it is hoped that something will be done to train our staff. As there seems to be no plan for organizing this training, I wish to put forward what might be the approach to tackle the problem speedily.

The Role of the University

The University should not be directly concerned with the training of part-time staff, rather it should:

i) Train full-time staff, i.e. Organizers.

ii) Assist in producing a new curriculum and text-books suitable for adults.

iii) Experiment with various methods of teaching certain subjects to adults.

Courses for full-time staff should introduce students to techniques and problems of teaching at a distance; for example, multi-media approach using radio, television and correspondence. These are very important in Africa where distance makes it difficult for many to reach existing schools.

The production of a new curriculum and new text-books is the key factor in the education of adults in Zambia to-day. It is a waste of resources to train staff if they will go back to use the books that now exist and work to a curriculum that is divorced from the practical needs of rural life. It is much more profitable to teach people how they could improve themselves as farmers or fishermen in their villages than to tell them about volcanoes in New Zealand and how coal is mined in Britain. The University could train people who could gather material to write good text-books.

The University could also experiment and give instruction in how to teach specific subjects more effectively to adults; for example, the teaching of English to adult beginners (English is the official language of Zambia), or functional literacy.

The Role of Full-time Staff after Training

After training, the Organizers should not return to their old routine jobs as glorified clerks or monitors only, ordering and distributing equipment to schools. They should become responsible for training part-time primary school teachers in their own areas. They could do this by organizing week-end courses or conducting Study Circles with teachers when they visit schools. The Ministry of Education or the University could perhaps prepare correspondence lecture notes which could be the basis for these Study Circles. (The University of Zambia already offers courses in Adult Education as an option for post graduate Teachers Certificates.)

Some of the Organizers could be posted as Lecturers or Tutors at Teacher Training Colleges to teach teachers on In-Service courses various aspects of adult education practices and methods of teaching.

Before concluding, I should like to make it clear that what I have said here should not be taken as the official viewpoing of the Ministry of Education for whom I work, but rather as my own views based on observations made during the last seven years of my connection with adult education work.

December, 1968

Dept. of Adult Education, University of Manchester

In a ten-minute presentation at very short notice I can attempt no more than an outline impression of our work in " training " and servicing of adult education workers. If several of you here with first-hand experience of our department are surprised at same of the details I give of our post-graduate diploma, it may be due not to the inaccuracy of my memory but to the fact that our courses change slightly even from year to year to meet the charging impressins we have of the needs of our participants and of the composition of our very varied group. A course should never grow static.

First there are the activities outside our main work, ie, the two, soon three, diplomas. A monthly conference of area principals and organizers from the five neighboring local outhority areas meets together with organizers from the major voluntary providers and responsible bodies. These individuals number from 30 to 40 each meeting and plan their own full-day programme with departmental help. A monthly research seminar is a smaller but also useful event - with a different clientele. A one-years optional course in adult education(weekly for an hour only) is offerred to graduates taking the certificate in education in another department. A year's course (two hours weekly in the evening) is offered alternately in "British adult education " and " Principles of learning and teaching in adult education," this being intended for those involved currently in adult educational work . Individually , members of the staff are also asked to help with a wide variety of training courses arranged by outside adult education bodies.

As regards our two diplomas, those (I) in adult education and (2) in community development, I am concerned here mainly with the former as my teaching is primarily with that side. However the members of the Community Development diploma share a number of courses with the A.E. members, and a major value of the diploma (9 months) courses is, we feel , the exchange of views and of experiences between all members.

We are responsible this year for a total of nearly 70 members in the department, but this includes about ten M. Ed. students , four short terms overseas visitors and twelve (area principals and others) taking the full course over three years part-time. Our groups come from 22 countries, though all but 3I are from the U.K.

Each diploma candidate is examined in three papers and write a long dissertation (7,000 to 20,000 words) on a research subject of his own choice. The adult education papers are on Aims and Organisation, on Adult Learning and Methods of Teaching, and on either British

Adult Education or Adult Education Developing Countries. The study courses are in part a reflection of the latter three courses above, but also cover social framework, comparative adult education, and administration and organization theory, as well as a series of optional offerings, community organization, organization and planning, evalution and research, learning and teaching aids, lecturing and discussion, use of radio in adult education, use of television, liberal education, correspondence education. All take part in an individually designed programme of visits of observation, and some who feel they would benefit from practical attachments are attached to colleges, adult centres, area tutor-organizers and other institutions or workers. The courses themselves use a wide variety of methods including seminars, buzz-groups, projects, discussions, case-studies and other classroom approaches. Outside speakers are brought into several of the courses, while a series of meetings, arranged largely by a "student" committee, include films on adult education activities and talks from course members on their own very wide range of experiences.

Finally, I must apologise for not outlining in equal detail the courses in the community development diploma, but these are also mentioned in our diploma pamphlets. The third post-graduate diploma, that in Industrial Training, is intended for industrial and commercial training officers, and is to start operations in 1969. All diplomas are intended for graduates with some relevant experience, but other qualifications are acceptable if supported by longer experience of work in a relevant field.

W. J.A. Harris.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

Community Development Training Centre
SHENDI -- SUDAN

Established 1960

UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
4th. January, 1969.

COMMUNITY DEVELOPMENT TRAINING CENTRE
SHENDI - SUDAN
ESTABLISHED 1960.

Introduction:

One of the biggest problems which defy developing communities today, is the fight against backwardness in its different forms; social economical and cultural. This holy war is no longer the concern of governments only, but also the people themselves. The cooperation of the people with the government is the foundation for community development work.

Social and economic development is usually looked upon as being composed of two evelments: the human element and the material element. We can also look upon community development as being composed of two sides: the technical side and the social side. These two sides are complementary to each other.

The objectives and methods of community development can not be imagined without consideration for both the human and material elements; with both the technical as well as the social side. The result of such an imagination throws light on:

1. Style of thinking and studies about community development.
2. Programming of community development.
3. The selection of technicians and workers.
4. The training of wrokers at different levels.

The following is a short summary of the training process of the community development officers (C.D.O) who work at the village level.

Objectives of the Training:-

1. Appreciation of working with the villagers and the belief that they are able to learn and change.
2. Ability to lead others and to train local leaders.
3. Ability to understand the nature of rural problems.
4. Ability to carry out the necessary research to facilitate the question of studying analysing and finding solutions for rural problems.
5. Ability to plan, execute and evalute.
6. Ability to communicate with individuals and groups.
7. Ability to use audio visual aids.
8. Ability to solve some of the problems, which face the villagers, or direct them to the responsbile bodies who can help them.

The above being the main subjectives of the training or C.D.O, the course is run as follows:

1. Duration of the course is ten months.

2. Trainees are selected from applicants who originally are Primary School masters with at least three years service.

3. The study course is designed as follows:

a) Major studies:

Sociology - Rural Scoiology - Social psychology - Group dynamics - community development - Adult Education - social survey. These studies help the trainee in having a deeper insight into, and understanding of the community and ways and means of helping it.

b) Minor Studies:

Basic knowledge and manipulative skill in :-
Agriculture, Animal husbandary public health, cooperatives. Cottage industries, home economics. These studies help the C.D.O to contribute to the development of the village either personally or through specilized agencies.

c) Extra Cerricular Activities:-

During the course the trainees run their own mess, organise their club, a cooperative society, a cultural society and an entertainment society.

d) Field work:-

That field work is an improtant part of training for communtiy development need not be emphasised. For the three months the trainees are posted to villages in the rural area. It is hoped that the trainess find the chance of applying the methods and techniques which they have studied. When certain methods and techniques do not get the chance of being applied, the practical experience of others is given to them in form of case studies.

e) Evaluation:-

At the end of the course each trainee is required to write a short essay on ech of the subjects he has studied. He also has to sit an examination on some subjects. The result of the essay and the examination together with the observational report given by teachers determine the final result.

f) Method of Training:

The methods used for training in the centre, should be the methods which we expect the trainee to use when he becomes a C.D.O. He who was not taught by methods of discussion and collective thinking, may not believe in using them for teaching others. It is not possible for one who has not experienced using Audio Visual Aids when learning, to use them when teaching.

It is important to select the right method for the right situation, so the methods used in the centre are various.

g) Experimental Project:-

The training centre has an experimental project in a number of villages around it. These villages are meant to serve as laboratories. Experiments on community development are being made, results observed and evaluated and training methods in the centre are carried out accordingly.

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ERIK BJERRE
INSTITUTE OF ADULT STUDIES
UNIVERSITY COLLEGE, NAIROBI.

CO-ORDINATION OF ADULT EDUCATION IN KENYA

1. The Board of Adult Education Act was passed in 1966.
Para 2 states:-

> Adult Education means the full-time or part-time education or instruction of any kind provided for any person over the age of sixteen who is not in full-time attendance at any primary, intermediate or secondary school or at the Kenya School of Law or at any university college (except to the extent that any department, institute or faculty at such university or university college is devoted to adult eduaation) and includes education by correspondence education by means of the media of mass communication and this educational use of libraries, museums, exhibitions and other means of visual or auditory communication.

2. The Board shall advise the Minister on any matter relating to adult education:

- formulation of courses and syllabuses,
- co-ordination,
- identify and assure the need for new developments in adult education.
- stimulate and encourage activities in adult education.
- make an annual report.

3. Membership: 28 members:

1	Chairman
10	Government departments.
12	non-governmental institution and organizations.
5	co-opted members.

The Board may establish

Provincial Committees,
Country Committees,
Municipal Communittees.

The functions of the committees are similar to those of the national Board.

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4. The Board of Adult Education has got the following panels and committees as well as an Executive Committee:

(1) Panel on Literacy and Fundamental Adult Education.

(2) Panel on Forman and Vocational Adult Education.

(3) Panel on Liberal and Cultural Adult Education.

(1) Training and Research Committee.

(2) Finance and Development Committee (only Government departments are represented).

5. A major project is an attempt to establish Multi-Purpose Training Centres under the name of District Development Centres.

(a) The existing pattern includes.
- Farmers' Training Centres,
- District Training Centres, (Community Development),
- a host of other activities concerned with local government training, trade and commerce, co-operative training, health education, etc.
- programme by a large number of voluntary bodies.

(b) The present unco-ordinated approach to rural education leads to:
(1) Duplication of services in education,
(2) Minimal relationship between rural education and and extension services geared towards planning priorities.
(3) Inadequate in-service teacher-staff training.
(4) Under-capitalisation of buildings, equipment and teaching materials.
(5) Lack of community identification and poor morale.

(c) The main purpose of the District Development Centres is to maximise the educational impact in the district in order to raise the general level of economic activity. Education related to social and cultural fields will go along with the main purpose, general education geared to economic development.

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(d) The District Development Centre will be organised on the basic of wings with curricula and staffing of each wing being the responsibility of the relevant government departmen concerned.

There will be wings for Farmer training, Co-operative training, Health education, commercial training, Community development and local leadership training, Local government training and possibly youth.

From the outset voluntary agencies will be encouraged to utilise the Centre.

(e) The spcialist staff of the wings will be co-ordinated by the Principal and Deputy Principal. The success of the integrated centre will to a large extent depend on these two key-persons and the bursar who may be appointed by the Director of Personnel on the recommendation of the Board of Adult Education. This Board is responsible to the Minister of Co-operative and Social Services.

(f) The estimates for the Centres will be allocated through the Ministry of Agriculture.

(g) The District Development Centre may be controlled and advised policy-wise by the local Adult Education Committee.

(h) All staff of the District Development Centres must have comprehensive basic training in the techniques and objective of adult education and to ensure a good career structure, all or any should be able to make their way to the top position and be transferable.

(i) The first pilot project has already been launched in Embu District.
The final approval of the whole scheme has not yet been given.

TRAINING FOR ADULT EDUCATION IN KENYA

ERIK BJERRE

I. INTRODUCTION:

The current and past development of a growing cadre of personnel engaged in various forms of adult education has led to a need for a planned provision of in-service training opportunities in order to improve the technical abilities of staff at all levels and to provide opportunities for refresher and retraining of staff as the need arises. The new emphasis placed on the education of adults in agriculture, health, formal education, liberal education and literacy as a concomittant of rural development requires a corresponding emphasis on training of staff if the objectives of the National Development Plan are to be achieved and the resolutions of the Kericho Conference implemented.

2. PRESENT PROVISION:

Short courses of a basic nature have been provided by the Institute of Adult Studies at the University College, Nairobi, and by the Ministry of Co-operatives and Social Services. All these courses have ranged from day seminars to three week courses of study and have been of an important general nature.

CADRES OF PERSONNEL NEEDING TRAINING:

(a) Full-time adult education administrative and teaching staff at an introductory (para 3) and advanced level (para 4).

(b) Part-time staff (usually teaching) (para 5)

3. TRAINING OF FULL-TIME STAFF (INTRODUCTORY)

There would appear to be a need for an intensive and comprehensive introductory training programme which should run for not less than three months for new full-time staff who have already had practical experience or staff who have already been working for some time without any formal training other than perhaps a short basic course.

...2.......

PARTICIPANTS SHOULD INCLUDE:

Education Officers (Adult Education) of the Ministry of Cooperatives and Social Services.

Selected Community Development Officers of the Ministry of Co-operatives and Scocil Services.

Principals and staff of Farmer Training Centres of the Ministry of Agriculture.

Selected other Extension Staff of the Ministry of Agriculture.

Principals and Staff of Community Development Rural Training Centres.

Health Education Staff of the Ministry of Health.

Selected Co-operative Officers of the Department of Co-operatives.

Officers of other Government Ministries which might from time to time be involved in educational activities e.g. Ministry of Commerce and Industry, Labour, Police, Armed Forces, Prisons.

Officers from Local Authorities, Co-operative Societies, Political Parties, Church Groups, and the University staff, trade unsions.

COURSE CONTENT:

The objectives of the Introductory Course would be to introduce detailed study of subjects related to adult education with a heavy emphasis on practical problems in teaching, organization and administration both in the field and in a residential situation. The course should be available to staff who have already been working and who have had at least some little experience of practical problems of provision. Course subjects should include:

(I) Adult Education in Kenya

(2) Adult Psychology

...3....

(3) Teaching Methods (including teaching practice and production of materials).

(4) Organization and Administration in Adult Education

(5) Problems of Development in Kenya

(6) Visits of observation and exercise with case studies.

In any case, advice on course content should be taken from all Ministries and Institutions which might be potential student providers. Indeed, the course might be jointly run by the University and the Ministry of Co-operatives and Social Services in consultation with a panel of the Board of Adult Education especially charged with overall training matters (such a panel would include representatives from the Ministry of Agriculture and other bodies).

4. TRAINING OF FULL-TIME STAFF: (Advanced)

Apart from the basic training course there should be opportunities for higher training in adult education which might take the form of a pre-graduate Diploma course and which could be mounted over an academic year at the Institute of Adult Studies, University College, Nairobi. The proposal has not yet been finally passed. This would supply the need for a professional qualification for non-graduate personnel after they have had considerable field experience. Students entrance requirements: Molder of a School Certificate with a minimum of 3 years' field experience or a qualification deemed by the Board of Adult Studies to be its equivalent. No professional courses in this field at this level exist in Kenya and they are badly needed for the developing career structure in Adult Education (and also Community Development). A non-graduate Diploma course in Community Development may be mounted at the same time.

......4....

COURSE CONTENT: DIPLOMA IN ADULT EDUCATION.

The objective of such a professional course would be to expose personnel to new thinking and original work of a broad-based nature in the whole wide field of adult education and to develop an imaginative and informed approach to the solution of practical problems in this field. It would also, most importantly, provide a means of mental refreshment as diploma students come into contact with a wider variety of new disciplines related to their professional field of work.

For details see Appendix One.

5. TRAINING OF PART-TIME STAFF:

Since a great deal of adult educational work is always likely to remain heavily dependent on part-time staff for teaching and less frequently for organizational purposes, training of such part-time staff has a great importance.

Such part-time staff would include:

teachers in literacy classes

teachers in evening formal educational classes

teachers in liberal, extra rural classes

teachers in fundamental subjects.

A great deal of training already is carried on amongst these groups which is organized from the Ministry of Social Services and the University. But it might be worth suggesting that "adult education" as a subject be included amongst the subjects to be available in teacher training colleges and other training institutions and in the courses offered at university level for graduate teachers.

Thought on this has already been initiated but its widescale seriously application could very quickly provide a cadre of pre-trained people from many walks of life who can engage in part-time adult educational activities with skill and confidence.

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AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

The Role of Professional Adult Education Training in the Promotion of Adult Educaion in Africa

By

Lalage Bown

University of Zambia, Lusaka.

UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
4th. January, 1969.

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THE ROLE OF PROFESSIONAL ADULT EDUCATION TRAINING IN THE PROMOTION OF ADULT EDUCATION IN AFRICA

By

Lalage Bown

The last conference of this Association passed the following resolution:-

> "This Conference wishes to emphasise in the strongest possible terms the necessity for training of some kind for all engaged in the field of Adult education, whether as full-time professionals or as part-time volunteers. It wishes to deprecate the widely held view that experience in teaching children is sufficient qualification for teaching adults.
>
> In particular, it wishes to stress that writers for new literates need training, librarians need training to introduce readers to suitable books, and teachers of illiterates and new literates also need special training".

It is because of that resolution that we are all here. Adult Education can no longer be regarded as an avocation for amateurs; just as African countries are deeply concerned about proper training of school teachers (and their concern was reinforced by the Addis Ababa Education Ministers' Conference which set targets for teacher-training), so concern must be generated for proper training of adult teachers. We have met in this conviction, and my aim now is to draw together, and relate specifically to this continent, some of the points we have already raised. A few of the ideas I want to express have been published in an article I wrote for the inaugural issue of Convergence, but I don't apologize for repeating them.

If we are to arrive at any rationale of professional training, we have to answer certain fundamental questions. These are:

What do we mean by adult education in Africa, and what types of adult educator are we attempting to train? What are the main aims of professional adult education courses and what should be their content? Who should undertake adult education training and how can the various agencies best work together? What is the relation between training and research in adult education?

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First, what do we mean by adult education? This question was posed in Edward Hutchinson's opening paper, when he mentioned both the British and American interpretation of the phrase. My view is that in Africa we should not accept either interpretation wholesale: The British one is too narrow and the American one makes artificial compartmentalisation. In a developing society we are trying to change human behaviour and any conscious effort to do this may be regarded as at least partially educational. But such effort cannot easily be divided into parts, as Prof.El Mahi has said. It cannot be divided, in traditional Western terminology, for instance, into liberal and vocational. An aspiring politician may find that a course in constitutional law is directly vocational, whereas to others it may be a matter of civic interest or just of intellectual curiousity. Literacy may help one man to read his Bible or Koran, another to improve his farming, another to acquire a different style of wife. Sopuly the broadest view and the avoidance of rigid classification will do. Adult education includes any teaching effort at affecting the behaviour or attitudes of mature persons; and in this country, the Gezira Scheme has demonstrated the effectiveness of taking this kind of comprehensive view. The past socieities, adult education's main aim was to conserve an existing order. The modern Africa its main aim is to change it.

From this it follows that the ranks of adult educators include both all persons engaged in teaching their fellows formally and explicitly and all whose activities imply an effort at affecting behavious or attitudes. A night-school teacher is an adult educator and so also in part is a government administrator - So also may be a broadcaster or a doctor or members of many other professions (including that of politician - and on this continent being a politician is a full-time career). Very often such people are more aware in Africa of their educational role than their counterparts elsewhere. You do not find in Europe or Asia a head of state taking on the title of Teacher as President Julius Nyerere of Tanzania has done. But there are many cases in which a person's educational function is implicit rather than conscious, and he may need to be brought to a realisation that one or another aspect of his work is educational.

Thus adult education training is required for at least three categories of person: the full time professional adult educators, the part-time employees of avowedly adult educational agencies

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(e.g. the part-time tutors employed by University Extra-Mural departments) and persons in various other professions who have either a conscious or unconscious adult educational role. Different forms of training can be adopted for the different categories, but there are one or two principles which can be applied to all forms of training.

First, the word educator means a teacher. It does not mean administrator nor does it mean a specialist in pedagogy; and by using the word one is implying a particular view of the function of people to be trained. I take what is, I know, the controversial view that our main task is to train educators, i.e. teachers of adults. Many will have administrative work, but it makes as little sense to have an administrator of adult education schemes without knowledge or experience of adult teaching as it would to have a headmaster of a secondary school who didn't know how to teach secondary school children or a director of medical services who wasn't a doctor, or a manager of a mine who wasn't a mining engineer.

A second principle of training is that an adult teacher must be thoroughly grounded in the subject he has to impart. He will be dangerously inefficient if he is not genuinely knowledgeable about and confident in the subject he is teaching. Method must not be substituted for content. We are all too familiar with the so-called health educator (or agricultural extension worker say) who can make elegant flannelgraphs or who believes in purple posters with yellow lettering, but who hasn't much idea of what to put on his flannelgraph or his poster.

An adult teacher must be knowledgeable and he must also carry conviction. He needs to be fully aware of his role in society and also have a sense of mission. Adult education schemes often fail because of mechanical implementation and middle-level workers, on whom such schemes largely depend, are very often without understanding of the importance of their work in bringing about political, social or economic change. It is necessary for them to have a clear set of aims and a commitment to innovation and development.

The fourth general principle involves an appreciation of the differences between adults and children. Adult educators need to understand the psychology of adult learning.

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At this point we come to methodology and my fifth principle relates to it. No sane man or woman is unteachable. If he or she fails to learn, the teaching method must have been faulty. All adult educators must therefore have a proper humility about their work and a capacity for constant self-critical evaluation.

These five principles dictate the main elements of content in an adult education training course. Courses should be primarily concerned with training for the actual teaching of adults in a developing country . They should include a reinforcement of the skill or knowledge which the would-be adult teacher is to transmit. They should pay serious attention to an understanding of the teacher's own culture society and of social and economic development and the prevailing national ideology of mobilisation. They should give adequate place to the psychology of adult learning and the principles of adult teaching. Method study is essential, but should include training in constant evaluation.

This common core of content seems relevant to all levels and types of adult education worker. Additional materials is appropriate to various levels and types. Senior full-time professionals need to have an introduction to comparative adult education; since they may be involved in policy-making and ought to understand the options open. By the same token, they would benefit by a knowledge of the techniques of educational planning.

Middle-level professionals very often have linguistic problems. They are in many cases in Africa taught in one language and expected to adduce their knowledge in another; and this leads to misapprehension and often to rigidity. Some simple linguistic material would enable them to make the transition more easily from one language to another. Middle-level workers especially do also need to be given certain basic administrative tools - filing, report-writing, keeping accounts.

While we are discussing the content of training courses, we need to comment on training method. It has already been mentioned in this conference, that the trainer of adult educators must be sure that he useds adult educationally approrpriate methods in his teaching. If not, his suggestions on appropriate methods to be used by his trainees will appear savourless. Particularly, trainees for adult education work benefit from practice sessions and field work.

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Training courses may be planned along the lines suggested; but it is necessary to find suitable students to take these courses. Selection is of crucial importance when one considers full-time adult education employment. An ideal adult educator would be adaptable, interested in his fellow-human-beings, tolerant, intelligent and physically healthy. Above all, he has to be committed to modernisation, and to be temperamentally and by experience an innovator. Adult education in Africa, we have said, is an instrument of change, but it can only be employed as such an instrument by people who themselves welcome change. In recruiting full-time workers, it is therefore almost certainly better to select men and women who have worked in modernising organisations, such as cooperatives and trade unions, rather than persons known to be active in more conservative bodies, such as tribal associations. Further, it is better to select men and women who have not worked in too closely supervised situations. On these counts, the common practice of recruiting primary school-teachers is undesirable. Teachers live in a tightly-knit world which has now developed its own conservative atmosphere; in most African countries, the days when a school was a novel agent of change are gone; it is an accepted institution. It may be objected that the schools provide a ready reservoir of educated citizens ready to help with development. But they are of the type of citizen likely to perpetuate the *status quo*. Especially they are likely to perpetuate an educational *status quo*.

An adult education body may not have complete freedom of selection of part-time staff. Sometimes the number of available persons with the necessary educational background in a given town or village may be severely restricted. But with them too, it is essential that they display adaptability and be interested in change. Where possible a training course should be made a pre-requisite of part-time employment (and my experience has been that if an employing agency insists on this point, would-be part-time staff very soon come to take the condition for granted).

With the third type of person whom we are aiming to train (the member of another profession who has a teaching role) the problem is not immediately one of sifting out but of drawing in. We somehow have to make them aware that they are engaged in part in adult education. It is here that an adult education association can become valuable. As public propaganda may make people aware of the scope of adult education and it may draw in as members persons who in a less inclusive organisation (e.g. a formal statutory board) may not feel they have a place. But there is another possibility too of encouraging such persons as doctors and engineers to think of their educational role in a developing society. This is to include a small adult education component in their own training for their own profession. It would be pleasant if all institutions of higher education could insist on an adult education course for all under-graduates, and this has already been suggested here. This may not be immediately practicable, however, but at least there should be some opportunity for students of any subject to study adult education if they wish. At the University of Zambia we have made a modest start by providing vocation courses in adult education for undergraduates. The primary aim is to train for full-or part-time work in the University's Extra-Mural Department, and the courses were started to help the Department to Zambianise as soon as Zambian graduates are produced by the University, but such a course as it becomes known among the student body may also attract others. Each year so far the number of applicants for this course has increased, and among participants we have already had students of engineering, law and administration.

Having talked about a view of adult education, the types of adult educator and the principles and content of adult education training, I would like to move on to some rather more technical questions. But before that, perhaps my main thesis bears stressing again: that adult education in Africa has a mobilising and innovatory purpose, and that it can only fulfil this if adult educators are by temperament and training committed to social economic and political change - if you like, to peaceful revolution.

The technical questions relate to the organisation of adult education training. One of our problems at present is that there is a variety of agencies working in training in many African countries, and there is usually little coordination between their efforts. Ideally one would wish for a national training plan such as has obtained in Czechoslovakia, but practically one may at least hope for the attainment of some cooperation between various adult education bodies. A division of function in training will be partly by level of adult education worker and partly by specialised adult educational function. For instance it is probably acceptable that top-level training should be carried out by universities, and it generally obtains that specialist training is provided within organisation for the type of adult education work for which they have major responsibility, for instance, community development departments have their own training centres. The problem is to ensure the best deployment of teaching resources to provide all potential adult educators with the common grounding discussed earlier. There must at least be opportunities for the various training bodies to meet together and be aware of each others' resources. Such opportunities can be fostered by

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occasional conferences to discuss training, by a continuing association such as the African Adult Education Association and its national branches and by a statutory board, which could have a standing sub-committee on training. The simple sharing of information about programmes of adult education training would also be beneficial. The need is to establish an atmosphere of awareness of interlocking training roles and to initiate the habit of cooperation The universities have a part to play here, since they are in a good position to disseminate information on adult education training and to build up contacts with various training agencies which can be followed up by putting such agencies in touch with each other.

Talking of universities leads to the question of adult educational research and how it can be related to training (since the universities have a duty to undertake research - though not an exclusive one). The discussion on Mr. Mulima's paper brought out the value of using the results of adult education research in training courses. Findings about the relative effectiveness of different methods, about blocks to adult learning, about prevailing social and educational attitudes, about the physical conditions (housing, nutrition etc..) in which adult students live, are all immediately relevant to training for effective adult educational work. The trainers themselves have a duty to keep in touch with all such research, and to retain sufficient flexibility in their programmes to adjust them according to research results.

Besides adult education research, effective training postulates the support of effective administrators once trained adult education workers are in the filed and of specialists in adult education pedagogics. I have not dealt here with the supply of such persons, and will leave it to the conference to discuss the topic, but I would like to reiterate my plea that all such persons should have a grounding in the art of adult teaching. Without that their contribution to development will be less effective, may be nugatory. Administrators, educationists and researchers are not abstracted from the human situation. As they go about their own work, in Africa they must be involved in occasions where teaching is called for, and they, just as other professionals need to be equipped to seize on these occasions.

I have spoken at length on what training for adult education is about. The title of this paper is also related to what trained adult educators can hope to achieve. The kind of hopes one has have been implicit throughout this paper, but in conclusion let me specify them. First, no technician can successfully or efficiently service even a simple piece of machinery without training. Adult education involves servicing the very complicated machinery of human society; only if the educator is trained can he be expected to serve society efficiently. Without training he will be at best incompetent, at worst destructive.

Secondly, adult education has a mission in a developing country, and adult educators are in one sense missionaries. Training can infuse them with the necessary sense of mission to promote and propagate adult education. We have to act as midwives for the birth of a new Africa, we have to get agriculture moving, to construct new civic institutions, to enable individual human beings to live rather than die, and to live better lives than in the past. Those goals can only be attained if we have a cadre of trained and dedicated adult education workers. If this sounds a little exalted, I feel it is fitting to be exalted in the country of the Gezira Scheme, where vision and dedication have brought so much important achievement in transforming the social and economic life of the people.

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AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

TRAINING FOR ADULT EDUCATION IN AFRICA

Training for Agricultural Extension Service.

By:

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UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
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The Seminar on Agricultural Education in Africa held at Ahmadu Bello University, Nigeria in 1965 recognised:

The primary purpose of education is preparation for life and that in most African Countries rural life and agriculture will continue for a very long time to be the lot of the vast majority of the population. Attention is drawn to the very great contribution which could be made by a more realistic and enlightened educational system in creating an awareness of the importance of agriculture and the need for better and more productive systems of farming and for the general development of the rural economy. African countries are predominantly agricultural and if stagnation exists in a large sector of the economy, such as agriculture, and prevents it from satisfying an increased demand for food stuffs, the balance of payment will be upset because, paradoxial as it may appear, it will be necessary for an agricultural Country to import foodstuffs.

An essential condition for the success of any economic development process is the application, if not as first priority, at least in close coordination with other forms of action, of a plan which is capable of achieving the fairly rapid development of agriculture.

Agricultural development and rural improvements are enhanced through the application of scientific knowledge and technology to farming methods. The advances in agricultural technology have kept pace with science in other fields but the application of this knowledge to the practices and techniques used by farmers has not always kept up with this progress. The gap between available knowledge and actual practices is, sometimes, widespread. To close this gap is the challenge facing our African Governments today.

Many techniques have been developed in recent decades in the art of education which are designed to take scientific agriculture to farmers under conditions which enable them to relate it to their farming practices. This educational technique of taking knowledge to farm people has been called agricultural extension or advisory work. If the agricultural sector of our economy is to progress according to a predetermined programme, efficient services in research, education and extension must not only be present but must be kept in balance. For the extension service to be efficient it must be based on the firm foundation of an adequate general and agricultural education of the rural population. General education is necessary since there is the growing need fo integrate agriculture in the national economy and the rural life into the national welfare. The provision of adequate facilities for vocational teching as a means of know-why has to precede extension work as a means of know-how.

THE NEED FOR TRAINING:

The development of an adequate extension service capable of reaching every farm family with some imporved methods and practices, involves the proper selection, training and assignment of personnel. The academic qualifications of the field staff vary widely from country to country depending upon the availability of trained personnel at the time when extension service were organised and the kind of training facilities already in existance. This may vary from a modest intermediate school level to a university graduate.

Regardless of academic qualifications of the field staff, each extension worker is expected to be potentially effective in influencing and building up individuals and communities. He has to develop certain qualities and competences upon which to draw while performing his numerous duties. These include a clear understanding of the extension service and how it operates, skill in human relations, understanding of technical subject-matter appropriate to his job, ability to plan, ability to organize people and things, skill at communication, ability to provide learning experience and the ability to evaluate achievements and methods of programmes.

One of the biggest challenges facing extension in Africa is the development and maintanance of these competences in a manner that makes the greatest impact. As such a major concern is to determine professional competencies most needed in the staff and to commit our resources in such a way to acquire, develop and apply these competencies.

Our extension training policy, therefore should be directed towards developing understanding of job operations, policies, procedures and education methods. The general goals of such policy is (1) to fill in gaps in previous training (2) develop ability to carry out extension programmes efficiently and (3) to stimulate continued growth of extension personnel.

Training of the field staff at the present time constitute, our most pressing problem. The everincreasing demands for improvement in agriculture require a more creative approach to the problem of training the field workers. Administrators should see that the field workers receive all of the training necessary to become efficient and effective extension workers. Opportunities should be provided for appraisal and evaluation of the worker to make sure that he has a full understanding of what is expected of him, is performing his work satisfactorily and considers himself an important member of the extension team.

The objectives of training are to help the worker:

1) Get a correct concept of the nature, purpose and scope of extension.
2) Develop an understanding of his function and his role in promoting agricultural development.
3) Obtain the knowledge and skills necessary to do his work in an efficient and effective manner.

TYPES OF TRAINING NEEDED:

1) Induction training.

To become district extension officer the newly recruited must be a graduate of any of the colleges of agriculture. The newly recruits are given a 2 week induction training on organization, function and objectives of the extension service. After orientation the new workers, whenever possible, serve as trainees under the supervision of experienced extension workers. This training should last about a year after which the worker is expected to be well grounded in understanding his job.

2) INSERVICE TRAINING:

Extension should constantly provide its personnel with inservice training to obtain the best results in agricultural development. The pre-requisites for inservice training should at least be experience in extension which includes extension philosophy, its principle and practices and a general orientation to extension as an educational institution.

Inservice training should be done at three different levels.

a - Provincial conferences:

The aim of these conferences is to bring a small group of workers with supervisors and specialists. Here routine matters and difficulties are discussed and also it is possible to undertake a systematic study of some topic of particular importance to that province. Such conferences should not take more than 2-3 days and can be held as frequently as the needs warrant.

b- Annual conferences:

Annual conferences should be arranged for the entire extension staff to keep them abreast on new developments in subjectmatter fields as well as new literature in extension. A 3-5 days conference may well give a large part of the total time to specialists to instruct participants in fundamental subjects in addition to agricultural economics, rural sociology, learning processes, teaching methods etc..

c- Graduate work:

Graduate work is increasingly desireable in training of extension workers. Whenever possible provincial extension workers should have a Masters degree in Extension. Graduate work for extension workers should include training in extension education as well as in the social sciences. In particular, the worker should get training in educational psychology, rural sociology some training in agricultural economics and special consideration should be given to extension methods. Graduate work is felt to be of considerable value in extension since the workers derive satisfaction and professional improvement from it.

So far an attempt has been made to indicate very broadly aspects of training for the professional extension workers. The picture will be far from complete unless our policy for training does not include two other important categories namely: local leader and farmers.

III. Local Leaders Training:

The need for local leaders training stems from the fact that extension at the present does not have a readily available professional staff to serve the needs of the farmers and youth who need these services. Local leaders are important because they provide guidance and assume responsibility of carring out extension work at the local level. Among extension volunteer leaders the project leader is the teacher. He is responsible for all project material within his subjectmatter field. A major responsibility of the project leader is close cooperation with the extension worker in the successful use of method and result demonstration in any given village. A project leader should be most concerned to help the members of his group to select the proper project and encourages them to carry it to a successful completion.

A major responsibility of the extension service is the training of its volunteer leaders. The quality of this training can easily be measured by the effectiveness with which leaders operate in their chosen field of endeavour. It is absolutely essential to give volunteer leaders formal and specific training before they assume their leadership responsibilities. The content of training can be briefly indicated in the following:

1- How to organize a group
2- How to use effectively method and result demonstrations, etc.
3- How to keep the public informed on the progress and activities of extension.
4- How to use the different methods of teaching extension organizational procedure, subject matter principles etc..

This type of training can be done in a number of ways.

1) Instructional tours to demonstration farms.

Potential project leaders are taken to demonstration farms and research stations to see the project of interest. Workers and specialists explain all aspects of the project and the leaders are trained how to do the same. Professional workers should keep the leaders well informed on any new developments on the project.

2) Instructional workshops.

Workshops for the training of projedt leaders should be held as frequently as the need arises. Such workshops can be held in the extension office for 2-3 days duration. The extension officer should seek the help of specialists to give training in the particular fields of interests.

Some methods of training lay leaders that have been found successful include training schools or conferences varying in length from one day to one week, with the direct assistance from specialists professional leaders can often arrange for lay leaders in group work to visit other groups trying to solve specific problems.

lv. Farmers Training Programmes:

The ultimate objective of extension is to promote the development of the people economically, socially and culturally by means of education. The highest aim of extension education is therefore, to educate the people along lines of greatest interest to them and hence afford them an education which contributes to learning their own affairs.

One of the most widespread developments apparent today especially in East and Central Africa is the extensive use of short course training for farmers. This training is given through established residential farmers training centres. In the Sudan, the idea has been tried at Andukri Training Farm, Yei District and showed a remarkable success. The aim of these training centres is hoped to build up a cadre of progressive farmers in each village who will work in close association with the extension staff. Such training centres may be widely adopted in the Africa and courses can be designed for a few weeks and deal with subject matter of immediate interest to the farmers.

Use can be made of the extension unit facilities and the courses are operated as an integral part of the extension service.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

The Development of Africa's Human Resources

By

Mr. Robert Gardiner,
Secretary of the Economic Commission for Africa
(Delivered on his behalf by Dr. A. Shawky.)

UNIVERSITY OF KHARTOUM

Khartoum 28th. December 1968 to
4th. January, 1969.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

TRAINING FOR ADULT EDUCATION IN AFRICA

UNIVERSITY OF KHARTOUM

28th. December 1968 - 4th. January, 1969

"THE DEVELOPMENT OF AFRICA'S HUMAN RESOURCES"
- A CHALLENGE TO AFRICAN ADULT EDUCATORS -

(An address to the 4th. Conference. Written by Mr. Robert Gardiner, Secretary of the Economic Commission for Africa: Delivered on his behalf by Dr. A. Shawky):

It is a matter of personal regret that, owing to my present commitments with preparations for the Ninth Session and Tenth Anniversary of ECA early in the New Year, I have not found it convenient to participate in your deliberations at the Fourth Conference of your Association.

I understand, that during this conference, your attention will be focussed on the development of personnel needed to give meaning and direction to the programme of adult education in Africa. I can think of no better way, of making my contribution to this objective, than, by emphasizing the challenge, which the necessity for rapid development of Africa's human resources, now presents, to adult educators in this region.

The great importance, which the development of Africa's vast human resources has assumed, in our national development plans, justifies, the concentration of our energies on facing up to the problems which inevitably demand our urgent attention.

The first of the problems concerns our formal education systems in Africa, which have, so far, failed to produce the beneficial results expected. In the nature of things, any reform in African education should be directed towards the improvement of social and economic conditions. Not only because education implies the imparting of knowledge and skills which make possible increases in output, but more essentially because at this stage in African development, the primary contribution of education should be the inculcation of particular attitudes in work and living conditions which directly raise productivity and efficiency in labour utilization as well as facilitate the necessary institutional reforms. This is essentially one of the main objectives of adult education.

Given modernization and rapid development as our immediate objectives in African education, it has been found that our formal educational systems in Africa have not only proved wasteful, but have imparted or preserved certain types of attitudes and abilities, which are quite unsuitable to our present development needs. As a result, the educational system has consistently lagged behind the demands of the domestic labour market and, on leaving school, the African discovers, much to the bitter frustration of himself and his parents, that very few opportunities exist for him to apply the sort of knowledge which has been imparted to him.

In a region where upwards of 90 per cent of the population, are to be found in rural agricultural communities, and where public investment in formal education forms a substantial proportion of the national budgets, it is (in the words of Arthur Lewis) " a matter of grave concern that the product of education has thus become an embarrassment to the Governments."

Another reason for drawing attention to the challenges of this period in our history is that we no longer believe that we are proceeding in the right direction towards the formulation of appropriate strategies, in our national educational policies and

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Programmes, for the rapid development to which all our African governments are committed. Considering the large reserve of our labour force, upon which our governments depend for the execution of their national development plans, are we to continue investing so much of our limited national income only in the training of the young, without regard to the corresponding benefits of adult education ? Should not our best strategy be a determined effort to cultivate, also, much of the labour force upon which our countries immediately depend for development?

These challenging questions must be of immediate relevance to your tasks as adult educators. In your deliberations, you should strive to rediscover the real purpose of your profession, within the context of our contemporary African situation, and from this premise you will be better able to determine, the nature of training needed for adult education work in Africa.

In recent years, intensive studies in the mechanics of economic growth, even in the highly developed countries of Western Europe, have revealed, that only a small fraction of such growth can be explained by the actual amount of investment made in physical capital. Whereas, it has been found that a considerably greater part of development can, in fact, be attributed to a very wide range of other factors which include education, training, health and rational attitudes to life and work.

This realization has had the effect of making economic planners shift the models of their plans from over-concentration upon physical or material investment to what has come to be variously known as "Investment in Man", or "Investment in Human Capability" or "Investment in Human Resources". And the tendency is that the wide variety of crucial human factors which can assist economic growth have assumed much greater significance and importance than they used to, under the old economic theories.

This new trend in development strategy has vividly been illustrated by Dr. Albert Meister, in his recent book, "Whither is Africa Drifting". "Economics does not start with goods", he says. "It starts with people, their education, their organization and discipline. Without these three, all resources remain latent, untapped and potential, like the marvellous, unlimited resources of Brazil about which so many people have said 'Brazil is the country of future and will always remain so'... there are too many people who think that the cases of poverty must be visible factors - a lack of natural wealth or a lack of capital or a lack of infrastructure. I would put it to you that the causes of poverty are certain in deficiencies in education, organization and discipline.."

"There has been plenty of opportunity to observe the truth of this thesis, after the Second World War. Every country, no matter how devastated, which had reached a high level of education, organization and discipline produced an 'economic miracle.' In fact, these were miracles only for people whose attention is focussed on the tip of the iceberg. The tip had been damaged (during the War Period); but the base which is education, organization and discipline, was still there. So the task for development planners is first of all to understand that the problem of development is not primarily an economic problem - but a human one."

It would appear therefore that Africa's quick transition from an underdeveloped and dependent economy to a developed self-sustained economy hangs largely upon the development and effective utilization of its human resources.

Like other under-developed regions of the world, Africa is underdeveloped because it has not cultivated its human resources. It has not looked after their health, nor educated its people. Above all, it has not discovered from its vast human resources, those who can most significantly contribute to national life.

And so long as the human capital has not been fully exploited, social factors will continue to militate against its proper use.

Africa's total population has been projected to rise from 311 million in 1965 to 352 million by 1970, to 400 million by 1975 and to 453 million by 1980. Nearly 50 per cent of this huge population will be in the age group of 15 to 60, which is the economically active group. A small proportion of those below the legal working age and of those above 60 years of age will make some limited contribution to national development; while a fair proportion of those in the working age-group, and a very high proportion of the adult females will not be engaged in gainful employment.

The rising number of Africa's population will not by itself, bring about the desired degree of economic and technological transformation of the Continent. Such population explosion, without an equally high rate of economic growth and increase in national income, might easily aggravate the difficulties of development: poverty.

What is therefore urgently required is a rapidly rising proportion of Africa's economically active population which is developed through education, training and job experience. This should be a particular area of concern,for adult educators in Africa, since Africa's apparent advantage, in the size of its population, is dismally deficient in quality for its development objectives.

The bulk of our labour force is at present made up of persons without formal education. In Tanzania for example, only 0.1 per cent of the total labour force around 1962 had higher education, compared with around 3.8 per cent in Japan and the USSR, and 11.9 per cent in USA. [1] Excepting the UAR, and the Republic of South Africa, a relatively high proportion, ranging from about 30 per cent to over 80 per cent of the limited high-level manpower resources is of foreign origin. [2]

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[1] Angus Maddison: The use of Foreign Training and Skills in Developing Economies, OECD (Mimeographed), Paris 1964, pp 4-5, Table 1.

[2] Ibid, p.p. 19-20.

Generally speaking, education should aim at both rationalizing people's attitudes and imparting knowledge and appropriate skills to them. It should be realized, however, that the problems of modernization are different in Africa from what they were in the West; and we should guard against any indiscriminate application of different educational practices and policies to our contemporary African situation. It makes sense for us to support the view that where attitudes antagonistic to rapid development have taken firm root and become almost institutionalized, the changing of such attitudes must be given priority in the educational process, in order to release basic rational forces for development. Therefore, it appears reasonable to suggest that, in as much as African countries, at this stage in their development, need to overcome vast handicaps and systems which are inimical to their development, they should not only concentrate on reorienting attitudes but also strive for a much speedier dissemination of the type of knowledge and skills which are favourable and conducive to rapid development.

Professor Gunnar Myrdal, in his Asian Drama, has considered that since the "initial conditions" of the Asian countries "are far less favourable in numerous respects" than those of the West, they need not rely on "the slow process of exposing successive generations of school children to new ideas and attitutdes; but must make a determined effort to educate adults. And since irrational attitudes, as well as ignorance and lack of skills, among the adult population tend to thwart efforts to teach the young, adult education also has an additional instrumental value, as a means of increasing the effectiveness of child education."

In practice, however, in our African countries, the reverse situation is what we find. In many public pronouncements by African leaders, and as evidenced in the national development plans, the need for urgent educational reforms has been fervently propagated. But what this has amounted to practice is a rapid extension of popular education to a level at which the entire school - age population in

Africa would enjoy the benefits of elementary schooling. There has been the tendency to plan in terms of quantitative targets, such as the number of pupils to be enrolled in a certain category of the educational ladder. Great importance has been attached to rapid increase in primary school education, while adult education - the backbone of African development - has been given a relatively low priority, except in one or two countries.

One reason for the perpetuation of this state of affairs may be that a national education programme, which is based on purely quantitative targets, is easier to plan, put into effect and to evaluate. Also, the planners are eager to see a rapid rise in school enrolment, regardless of the risk of continued miseducation; and they are willing to leave to the future the urgent improvement required, not only in the quality and direction of education, but also in the actual fulfilment of the plan targets in production and economic growth.

Investment in adult education can make an immediate impact on African development, whereas an indiscriminate expansion of primary school enrolment can have the effect of both delaying the developmental effort and diverting urgent capital resources.

With the rise, in recent times, of Community Development movements and programmes, the initial impetus which many African countries were formerly putting into the promotion of adult functional literacy, has been submerged under the weight of multi-functional programmes, which cover a whole range of activities, from health and childcare to building construction. And, in the meantime adult education or functional literacy has been completely neglected and is no longer concerned with its original purpose. As it is primarily an instrument whereby immediate development goals can be attained, adult education needs to be considered as a precondition to any sucess in African development. Its role in social education and in community development needs to be re-defined.

Having said this, I should probably draw your attention to a number of specific, though interrelated, problems which must be tackled in order to make adult education an effective instrument of the African educational system and of development.

Frequently, in our African countries, we find that a very serious hindrance to the adoption of more modern attitudes towards education and development is the paucity of communications media. Often, such media, where they exist, are directed almost exclusively to influencing the minds of the small minority who are already functionally literate. It is primarily to this same minority group that most efforts of government information media - through radio, television and information sheets - are directed. Circulation of newspapers, except in a few African countries, is almost exclusively devoted to the same minority group.

Sophisticated and most modern audio-visual media for teaching have been introduced in all African countries. These have been proved to be excellent aids in teaching adults. But we find that they are employed more for entertainment than for information or instruction. The possibilities of utilizing such modern audio-visual devises for generating interest in and for promoting vigorous adult education need to be fully explored. [illegible].

A serious lack of printed pamphlets, primers and books, constitutes another area of deficiency in the promotion of adult education. Usually, such printed material as is available is also not very relevant to the peculiar situations of living in Africa.

It is possible that the concentration of community development programmes in villages and rural areas of Africa has led organizers of adult education into thinking that the city or town populations in Africa can do without functional literacy. This is wrong, since the opportunity provided by existing organized social institutions - trade unions, political groups, social and work clubs and associations, church [illegible].

[illegible]

[illegible]

[illegible].

groups and vocational training establishments - are usually most germane to the acceptance of new ideas and modern practices.

The problem of recruiting leaders for adult education can largely be successfully tackled if formal education is not divorced from adult education; if local teachers and senior school boys and girls are encouraged and prepared to serve as local leaders in the adult education movement; and, above all, if there is much more purposeful integration of the national school system and the adult education movement into one inter-dependent education programme.

Earlier on, in this statement, I pointed out that the underdeveloped situation of Africa should warrant economic planners to place more emphasis on adult education; that it is much more relevant, as an education strategy, to our situation now than it probably will be when our countries have achieved a minimum degree of modernisation. It should follow from this that, in the training of African adult educators care must be taken not to impart blindly methods and techniques from more developed societies.

Perhaps there is an urgent need for research and experimentation in the adult education field, to assist educators and local leaders to try new approaches, however unconventional they may appear to outsiders.

I should like to leave these thoughts with you, as a challenge which you may take up both during your deliberations at this Conference and, later, in all your professional work. And I should like to take this opportunity to wish you a fruitful Conference and all the best for the New Year.

Thank you.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

Training of Personnel for Work-Oriented Adult Literacy

By

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League of Arab States.

UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
4th. January, 1969.

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Training of Personnel for Work-Oriented
Adult Literacy - a Study Submitted
To the Fouth Conference of the African Adult Education Assoc.

By

Mohamed Aly Hafez
The Arab Regional Literacy Organization

I.- Objectives of this study.

The most important objectives of this study can be summarised in the following items:-

- To state that every educational activity, at any stage, must have and must achieve functional indices and aims.
- To point out the features and conditions that should be taken care of in any literacy plan.
- To emphasize the importance of the teacher's role in dealing with the plan, the programme and the curriculum.
- To nominate some of the suitable centres where the training for Adult education may take place.
- To suggest a few points in preliminary and in-service courses for the preparation of leaders for Adult Education and Adult Literacy.

II. Every Educational Activity has got its Functions:

It is a recognised fact that every educational activity has a definite aim and a certain objective or objectives, which it tries to achieve. Likewise, every training course must render direct service to the trainee and must refer to some extent, to the needs of the community where it is applied.

The introduction and plan for any study course in education or training should always embrace and state the functions which the course will try to realise, whether they are moral functions, cultural, scientific, technical or otherwise.

The new term or expression we use, nowadays, in the programme of Adult Literacy, and to which we give great importance-namely, "Functional Literacy" is not a new feature or theory in the field of education. Yet, we adopt it, to point out, the proper approach and stress the true concept that must direct and govern any attempt in setting up a programme for Adult Education and Adult Literacy.

The Adult education programme and its contents must always emphasise their objectives and functions to both the individual trainee and the community.

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This functional aspect, in any course of study, should always be the basic framework in which, and towards which, move our educational aspirations and operations and should be the main and effective factor that can put us on the right track, we ought to follow to eradicate illiteracy.

Another important point we would like to raise, concerning the literacy programme, is that its function does not always confine itself to the relation between the trainee and his work or his productivity, but it goes beyond that and deals, furthermore, with his interests and obligations towards his family, his family, his responsibilities towards environment and also to his duties towards the up-lift of his community and even his role in the development of human Society.

Dealing with these functions, in setting up the literacy programmes and taking them into consideration, would definitely ascertain successful output to the educational and training operations, as well as fruitful achievements to the learners themselves.

III. The Literacy Plan and its Functions:

Every plan for eradicating illiteracy, in any state or government, should always try to achieve and be certain of compiling the following factors:-

a. The plan must have vivid aims and definite lines of proceduure. The curriculum and methods of teaching or instruction must have functions to be achieved. The total educational policy would then render the knowledge and skills that the learner can make use of in the common affairs of daily life.

b. The present ordinary efforts of eradicating illiteracy must not what-so-ever confine themselves to teaching the basic skills of reading, writing and arithmetic; but in addition to those subjects the plan must take care of general knowledge, civics, religion, social and vocational guidance. The educational subject matter and the technical teaching methods should be coloured to match the type of the trainee, his work, and characteristics of the environment and also the traditions of the people. They must create motivations for learning, by giving the trainee what he is anxious to know and use in his ordinary life and at his work as well. The programme must try to encourage him to further his training and learning after he completes the fundamental course. The programme helps him to achieve practical advancement and growth in his abilities, behaviour and efficiency.

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c. In dealing with the literacy intensive and selective projects, which will serve larger organized masses of illiterates engaged in the fields of production, the plan must give special attention to the professional culture and a vocational training. Great dare should also be taken to strengthen the link between the educational programme and the learners' work and the demands of their envuronment. This will enable them to acquire, quickly, the skills, knowledge and experience which will help raiss their own social and cultural standards, increase their abilities in production and equipp them with such ways and means that encourage them to participate more effectively in the development of their community.

It is obvious that the literacy plan with such a programme and fuctions can help all the citizens to improve their living conditiotions, to organize more effeciently their family obligations life, to be more able to adapt themselves to the life of the nation, and to employ, economically, the natural resources of their country.

The human society wishes, by adopting these views and emphasising the functional literacy programme, to achieve, in the shortest possible time and with the minimum amount of efforts and expenses, real and concrete results which will reflect upon the lives of the beneficiaries, their carreers and the role they play in their family affairs and those of their community and its development.

Because of these outstanding objectives and important functions, we come to the conclusion that planning for literacy work is a necessity, evoked by the complications of modern technology as well as the seriousness of the increasing problem of illiteracy and its implact on the national plans for social-economic development.

Planning, in its simplest form, means balancing the available resources - human and material - with the expected achievements, and although it relies upon the planner's imagination and his

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and his concepts yet it must harmonise the visualised scope and picture with the practical field of application and the surroinding circumstances. The planner must build up a link between the expected targets and the available resources. To safeguard against error and mis-apprehension or deviation, the planner of the literacy project should also begin with experimentation on a small scale, coupled with evaluation before taking any steps for generalization on a nation wide scale.

Therefore the planners for literacy should note and bear in mind the following points.

1- That the educational and training plan should have definite objectives and functions in its programme,curriculum and methods i.e.:-

a. To meet a felt need to the leaners.

b. To realize the link between the whole programme and the socia-economic development.

c. To strengthen the relation between the individual and his community.

In other words the educational plan should harmonize the relation between the aims and expectations of the individual trainee and the national targets of the state namely, the continuous growth of efficiency and the steady increase in production.

2- The planning committee should make a list of the places where there are large organized masses of illitenates, e.g.: Government offices,companies,industrial firms,semi-governmental bodies, cooperative societies,agricultural reform schemes etc - and arrange them in oriorities according to the volume and importance of each area in the fields of production or public services. Through this procedure certain sectors will appear at

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the top of the list and to them the primary efforts should be concentrated.

3 -The Committee should again classify the illiterates in those sectors into homogenous groups according to age, sex and profession.

4- Comprehensive statistics should be conducted in the field of man-power needed for carrying out the programme in the difference sectors, and classify the qualifications required and stipulate the responsibilities.

5- The planners should clarify the ways and means of selecting teachers and leaders for the different secoters, draw up a scheme for training them, and determine the period, places and requirements of their preparation.

6- The planners should also define the responsibilties of the teacher, instructor and supervisor and their role in the project and any additional duties to be undertaken. The amount of freedom the teacher can enjoy in choosing the certain methods of teaching and adopting certain procedures in dealing with the curriculum should be stated. The plan should also define ways and means of evaluating him and his work.

7- The plan should on the other hand, draw up a general outline for the vocational standard it aims at, and show the methods of improving that standard. It should stress the importance of organizing study courses and in-service training to ensure **stress development of the teachers and learners** according to the contemporaril technology and cultural values.

8- The plan must prepare the classes and equipment of learning to all different sectors and homogenous groups, appoint the trained personnel on all levels, and provide the required educational and recreational material etc.

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9- A fairly possible time table for all the operation should be included in the plan.

10 A complete and integrated plan for the whole project should then be drawn, including the programme with its functional objectives; the curriculum with its teaching materials, methods of teaching and training of personnel; the preparation of mass media and audio visual aids, and also the time and cost.

11- The annual budget should be prepared according to the volume of work and activities of each year, then adequate funds should be raised to cover all expenses.

12- There should be an annual report stating what has been achieved, the results of the courses, the standard of the trainees, the cost and expenses of each stage, the obstacles that have been encountered and any other information and suggestions that may throw lights on the plan and ensure better outcome for the following year.

These are some of the important land-marks in planning a literacy project. The whole plan should be carefully studied in general, and in detail, and should be evaluated every now and then to guarantee its success.

IV. The Teacher's Role in the Literacy Programme

It is obvious that the adult literacy teacher as any other teacher- is considered to be the core of the educational operation, and indeed he is the main pillar on which depends it success. The plan will never realize its objectives or achieve any successful results unless all the responsible figures working at it - on all levels, know thoroughly and accurately its importance and targets, believe in its values and fuctions; and are aware of its principals,outlines and details.

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It is also a well known fact that the role of the teahcer is not confined only to transmitting knowledge, skills and experiences to the minds of his students; but it goes further beyond that, to the stage where he can help them shape their own lives and appreciate the real values of human culture. He has to equip them with such aids that would help them understand life and assist them to adapt themselves to its patterns, circumstances and changes.

The teahcer is therefore a main source of knowledge and experience. To prepare himself to such a serious task, he must be well versed in the subject he teaches as well as those subjects related to it. He must know the characteristics and needs of his students; and that will enable him to harmonize those characteristics and needs with the knowledge, skills and experiences that feed,create and develop them.

The teacher is also responsible for setting the proper and suitable atmosphere for setting the proper and suitable atmosphere for every educational activity within the framework of the curriculm, the maturity of the students, and the conditions of the environment. To achieve this end, he must be able to adapt and manipulate his knowledge and his methods, and to renew his aids and means of illustration in such a way, that may arouse the interest of his students and stir their enthusiasm to acquire more knowledge and skills.

The teacher is again a leader and an example. By his strong integrated personality, and his readiness to know people, and understand them; by his good behaviour at all times, by his willingness to discuss the problem of his students; by his healthy appearance and love of cleanliness and cleanliness and discipline; by his ability to control himself in ordinary and sudden circumstances, by all these weapons he can be the good example and the symbol and the modern cultured sympathetic and dynaic citizen.

As a matter of fact most important part in the responsibilities of the teacher lies,in fact, in playing his proper role in community development, and in building up the good enlighted citizens.

This demands from the teacher full awareness of the implications of the environment and its available resources; and also full acquaintance with its problems. This knowoledge will then help him to build up the link between his principles and responsibilities on one hand and the functional methods of the socio-economic education on the other.

But knowing and studying the problems of the community by the teacher,alone is not sufficient to enable him to guide his students. He must also get them involved in discussing those problems,encourage them to find the proper solutions, and help them take active share in rendering serfices to their community.

In the light of all those facts, we can state that the literacy teacher in order to prepare himself to his duties and his mission and to be ready to fulfil them in the best possible ways,he must bear in mind the following points

a- To comprehend the objectives and functions - in detail - of ev ry part in the literacy programme ,over and above its characterictics and principles.

b- To he well versed in all the implications of the

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of the educational operation and in particular the subject matter for the **learners**, the proper technical teaching methods and the correct use of the available audio-visual aids.

c) To understand the psychology of adults, their requirements, interests, attitudes, behaviour and the correct ways of dealing with those grown-ups. It is worthy of note that the teacher should show his respect to them and should be considerate to their difficulties and circumstances.

d) To be willing to widen his own knowledge and develop his experience. The teacher will also have to try and inspire in his students the will of self-development.

These are the main justifications that give the question of training teachers and preparing leaders for adult education and adult literacy, an outstanding priority.

V. Places of Training for the Functional Literacy Programme

The following are a few suggestions concerning the places where the literacy leader or teacher can be chossn and prepared:

1. It is very important that the state establishes provincial local centres of training for the professional teachers who are already engaged in schools and who will be prepared to work - after school hours - with adults especially the illiterates. We refer especially to the elementary and primary school teachers who form the big bulk of the teaching staff in any country. Most probably, the previous training of those teachers was void of adult education.

(An example of the programme of such study course is in Appendix I).

2. Teachers' Training Colleges should furnish all their students with a special study course in adult education and functional literacy programmes. This study course should be introduced as an integral part of the educational scheme of those colleges and must be well looked after in theory and practice.

The students, after finishing their training in those colleges, will be able to participate immediately in the literacy campaign in their country.

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(Suggestions for the curriculum of the study course are in Appendix II).

3. Technical Institutes and Trade Schools - industrial, agricultural and commercial - should organise a simplified course in adult literacy within the framework of the educational scheme ; or form a special group of students who are interested in serving the literacy campaign inside the factories, companies and warehouses where they are going to work; this special study will be added to their normal course and will help them in eradicating illiteracy amongst their fellow-workers.

Such course will certainly deal with subjects of interest to the workers, e.g. labour laws, safety in work, production and vocational training etc. etc.

This is an exeptional procedure that the developing countries should adopt for the time-being to help solving the problem of illiteracy amongst workers in the fields of production.

(Suggestions for the programme are in Appendix III).

4. The State should also ask the industrial, agricultural and commercial agencies to establish training centres for adult literacy. These centres will carry out a programme of alphabetisation as well as vocational guidance and vocational training.

The trainers in those centres would be chosen from amongst the cultured workers and personnel who are working in the same factories, warehouses etc. etc. and who are interested in eradicating illiteracy. They will have to be provided with the teaching techniques and the programme of study.

This special group of temporary leaders will undoutedbly close to the hearts and minds of their illiterate colleagues. In this capacity, they are able to understand their problems and the circumstances of the work. With their wider practical knowledge and experiences in the work, they will be more able than anybody else in handling the adult worker. and this vocational culture.

(The suggested programme for the course is in Appendix IV).

Likewise, the governmental and semi-governmental bodies, trade unions, co-operative societies, sports clubs and federations, associations etc. etc. can establish similar training units on the same lines. Each agency will therefore be responsible for eradicating illiteracy from its departments.

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VI - Places for preparing Planners, Inspectors, Supervisors and Trainers for Adult-Literacy.

This course is to prepare responsible officials for the projects of eradicating illiteracy and adult education, at the highest levels. The course will include: ways, means of planning, programmes, training, examinations, statistics, classification, administration, publication, audo-visual aids etc. etc. The course will help those officials to plan, to supervise and to evaluate the efforts exercised in carrying out the literacy projects at the local level and the national level. The course will also provide a curriculum for the trainer or instructor of the teachers.

It is worthy of note that the Universities, training colleges and high institutes as well as experts in the country should take an active part in drawing up the programme of that course and in putting it into effect. They can also conduct research in the components of the programme and its evaluation.

The State may also be able to establish a unit or a national centre, at that high level, where the professors and experts are called upon to contribute to the course of studies. Their trainees will be the supervisors, inspectors and such like responsible personnel who are working in the literacy departments.

It will certainly be more economical and much easier to establish a regional centre at that standard instead of a centre at such high standards in each country.

The regional centre will be of greater value as it can have a wider scope and bigger chances in choosing the lecturers and experts; and because it can provide the trainees - in addition to the technical training at its highest levels - with the opportunity to exchange their experiences and discuss their common problems. The regional centre is also apt to be provided with all the required modern aids and equipment; and it will have more facilities anc changes for development than any local national centre.

We, therefore, suggest the establishment of a regional centre, for functional literacy and adult education, for the English speaking African Countries; and another for the French speaking African Countries - similar to the Community Development Centre of Sires-el-Layyan, U.A.R., which serves the Arab States and which will be transferred in the near future into a centre for training in the functional literacy programme.

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The experts in literacy programmes and adult education who are working at Sirs-el-Layyan - have put, in collaboration with U.N.E.S.C.O., the study scheme of such a regional centre. The scheme, which lasts about six months, includes the following:-

A. General studies - which comprise:
    a. The fundamental concepts of development and its problems.
    b. Functional literacy.
    c. Technical services and the programme of functional literacy.

B. Special studies - which comprise:
    a. Planning the functional literacy programme; its organisation and administration.
    b. The curricula, methods of teaching and audio-visual aids.
    c. Research and evaluation.

Such a programme and its functional curricula will serve both the industrial and agricultural plans of development as well as the general and comprehensive campaign of eradicating illiteracy. It can produce the efficient man - power for literacy work or projects at the highest level. The trainees, after six months of study, experimentation, discussions, observation and visits, can then tackle the problems of planning, organisation and administration in their respective countries. They will also be able to draw up and carry out a programme for preparing the trainers who, in their turn, will be responsible for preparing the teachers and leaders for local areas.

Conclusion.

The suggestions, we present in this study, are just an endeavour to highlight the importance of the functional literacy programme, and the role of the teacher. It is a trial to show how the preparation and training are conducted at various levels.

We hope that these suggestions would be worthy of discussion and experimentation. They are, of course, subject to being changed or amended according to local needs and circumstances and also according to the available resources of every country.

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We sincerely hope that our African Universities and teachers' Training Colleges will stretch a helping hand in solving this dangerous problem of illiteracy, ignorance and backwardness. We do hope that they give thorough thinking to the concept of functional literacy, conduct research in its wide and varied aspects and activities. We even hope that they can - in the near future, organise courses or post-graduate courses in Adult Education, including literacy work.

Results of studies, on such high and scientific levels, will certainly be of extreme value to planners when they try to design programmes, curricula, teaching methods, audio-visual aids etc. etc. Mass media is another big and modern field that has to be studied by our scientists and experts.

Any study or research will, then, be conducted within the framework of recent educational theories, and based on the foundation of contemporary technology.

It will be a true reflection to the needs of our African Countries, our social attitudes, our traditions and our aspirations.

Our African Scientists and experts in all institutes and centres can build up a New Africa by planning to combat illiteracy within the shortest possible period and by research to eradicate ignorance - the main source of poverty and disease.

APPENDIX I

A Proposal of a curriculum for Training Professional Teachers on Functional Literacy.

We mean by teachers in this context those work in private or government primary schools and who will help in their spare-time in literacy classes. In fact most of the literacy work is usually carried out by this category.

Duration of the study course is about three weeks.

Contents	Lectures	Discussions
1) The problem of illiteracy and its impact on the individual, society and the national plans for socio-economic development. The problem of illiteracy in Africa.	2	2
2) New concepts of literacy and the study scheme and its demands.	2	2
3) The literacy plan: its objectives, organization, priorities, tehnical and adminiatrative organisation and finance.	2	2
4) Legislation necessary for the literacy campaign: its importance and its acts.	2	1
5) The psychology of adults: their characteristics interests, behaviours and motivations for learning.	2	1
6) The study scheme and the fuctional literacy programme.	10	2
7) Methods of teaching and means of illustration.	4	2
8) Difficulties confronting the teacher and how to overcome them.	2	1
9) Practical teaching which should include: Training the functional skills, teaching the general culture subjects, dealing with vocational guidance, examinations and evaluation.	6	2
10) The role of the teacher and his responsibilities.	2	1
11) Audio- visual aids (Films, film-strips, posters, pictures ect. etc..)	2	2
	36	18

APPENDIX II

A Proposal of a curriculum for student in Teachers' Training College on Adult Education and Adult Literacy Duration of the Course 58 Lessons Distributed on 12 weeks during the last academic year.

Contents	Lectures	Discussions
1) The problem of illeracy and its impact on the individual, society and national plans for socio-economic development. The problem of illiteracy in Africa.	2	1
2) The literacy plan: its objectives, organization, priorities, technical and adminstative organization and finance.	3	1
3) Legislation necessary for the literacy campaign, its importance and its acts.	2	1
4) The new concepts of literacy and its study scheme and its demands.	2	1
5) The psychology of adults: their characteristics interests, behaviour and motivations for learning.	3	2
6) The study scheme and the functional literacy programme.	12	3
7) Methods of teaching and means of illustrati	4	2
8) Difficulties confronting the teacher and how to overcome them	2	1
9) Practical teaching which should include: training in the fundamental skills, the general cultural subjects, dealing with vocational guidance, examinations, evaluation etc etc.	8	2
10) The role of the teacher and his responsibilities.	1	1
11) Audio-visual aids (Films, film-strips posters, pictures and publications).	3	1
	42	16

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years.

APPENDIX II (cont.)

The student exercise teaching practice in the literacy evening classes.

In addition to this he takes a class for one week-continuesusly during the last academic year. 2 hours weekly for 2 months at least.

- Supervision should be undertaken by the teaching staff of the college and the official personnel responsible for literacy work.

-Practical work should cover all activities related to the literacy plan.

- This suggested training programme may be extended over the last two years.

APPENDIX III

A Proposal of a curriculum for Students in Technical Institutes And Senior Trade Schools .

Duration of this study course is about 64 lessons destributed on the last two years .

Contents	Lectures	Discussions
1- The problem of illiteracy and its impact on the worker , family , agriculture and production in general .	2	2
2 - The new concept of literacy and its contents .	2	2
3- Legislation necessary for the literacy campaign : its objectives , acts and the role of the worker towards them .	2	1
4- The literacy study scheme : the curriculum and its demands .	4	1
5 - Dimensions of the functional literacy programme (agriculture ,industrial or commercial (according to the type of school .)	16	2
6- Vocational training : its importance , concepts , and contents . (demonstration lessons and partical teaching) .	16	2
7- Methods of teaching adults and demonstration lessons .	2	1
8- Difficulties of training and how to overcome them .	2	1
9- Audio-visual aids (films , posters , pictures and publications .)	4	1
	50	14

The student should exercise practical teaching practice in the literacy evening classes , 2 hours weekly for 2 months at least . In addition to that he takes a class for one week continuously during the academic year (in a company or factory) .

Supervision should be undertaken by qualified teaching staff of the school , from those who have been previously trained on functional literacy .Practical work should cover all activities related to literacy work .

APPENDIX IV

A Proposal of a curriculum for Non- Professional Teachers (Cultural Officials and Workers) on Functional Literacy.

Duration of the course is 64 lessons for lectures and discussions.

Contents	Hours	Discussions
1) Problem of illiteracy and its impact on the worker, institution and production.	2	1
2) Legislation of literacy, its objectives, and the role of the workers.	2	1
3) The literacy plan, its curriculum and implications.	4	2
4) Dimensions of the functional curriculum and its demands (Agriculture and industrial etc.)	16	2
5) Vocational culture: its importance, content, demonstration lessons and practical training	10	2
6) Methods of teaching adults, motivations and educational material.	12	2
7) Audio-vesual aids (Films, posters) and visited lteracy classes.	6	2
	52	12

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

The Recruitment and Training of Adult Education Leaders and Staff

By

Mr. Edward Hutchinson,
Secretary,
National Institute of Adult Education
(England and Wales)

UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
4th. January, 1969.

THE RECRUITMENT AND TRAINING OF ADULT EDUCATION LEADERS AND STAFF

BY

MR. EDWARD HUTCHINSON, SECRETARY, NATIONAL INSTITUTE OF ADULT EDUCATION, (ENGLAND & WALES)

1. The topic can only be usefully discussed in the light of:
   (a) The meaning attached to the term 'Adult Education'
   (b) The kind of agencies through which provision is made and the extent of public support for the work.

2. First we must distinguish between Learning and Education
   We learn well or badly by continual response to every form of external stimuli. It is an individual, involuntary and inescapable process. By education I mean deliberately planned opportunities to encourage organised learning. It is a social and intentional process and adults cannot usually be compelled to engage in it.

   When we speak of 'adult' education we may mean any opportunities for organised learning that people can use after they have finished the period of compulsory education offered to children and young people in their particular society. We may, however, use the words to describe those kinds of education that are only suitable for mature people as helping them to understand the problems of personal interests, responsibilities and social relationships that grow out of the adult experience of working, voting, fighting and marrying.

3. In the United Kingdom and the Scandinavian countries the words have traditionally been used in the second sense (although this is now changing).
   Adult Education has been concerned with 'enlivening' and 'enlightening' or with 'liberating' the individual personality rather than with transmitting particular skills and techniques for vocational purposes. It has been the work of special agencies, Folk High Schools, Workers' Educational Associations, University Extra-Mural Departments, Popular Universities. It belongs to the tradition of classical, humanistic education. It assumes a universal and compulsory minimum of childhood education and parallel provision for vocational and technical education.

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4. In contrast, in the U.S.A., the words Adult Education are generally used as equivalent to Continuing Education i.e. they describe all forms of post-school, college or university education that are not an immediate continuation of compulsory schooling. It is assumed that a large part of adult education will be concerned with the enlargement or renewal of working skills or with helping to solve special community problems. This is expressed in the definition and analysis of needs offered for a seminar in the U.S.A. in 1966 i.e.

> "Adult education is a process whereby persons who no longer attend school on a regular and full-time basis undertake activities with the conscious intention of bringing about changes in information, knowledge, understanding, skills, appreciation and attitudes; or for the purpose of identifying and solving personal or community problems. Within this definition, major areas of need can be identified e.g.
>
> Remedial - literacy and basic education; prerequisites for all other kinds of adult education.
>
> Vocational, Technical and Professional - preparation of adults for first or changed employment or 'updating' in relation to new developments in organisation and techniques.
>
> Health, Welfare and Family Living - general hygiene, domestic skills, consumer guidance, family relations, childcare, planned parenthood, etc.
>
> Civic, Political and Community - government, voting and political education, community development, public and international affairs.
>
> Self-fulfilment - all kinds of liberal education programmes in music, arts, dance, theatre, literature, arts and crafts, whether short or long-terms which are provided for their intrinsic satisfaction rather than to achieve the purposes represented by the other four categories.

5. The meaning given to the words is important because it will affect the scale of provision made, the degree of priority attached to it by public authorities and hence the numbers of people recruited

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for full or part-time work and the training deemed appropriate. The 'narrow use' tradition of European countries has been associated with:

(a) Action by non-governmental (voluntary) agencies
(b) Limited employment of full-time professional staffs
(c) Large employment of part-time teachers and organisers
(d) Service by voluntary lay-leaders
(e) Small scale units - institutions, neighbourhood groups etc.
(f) Lack of career lines likely to encourage people to seek formal training.

6. But recent enquiries in six European countries show that changes are occurring in attitudes to recruitment and training because rapidity of technological change is making the older distinctions between 'liberal', 'non-vocational' and 'vocational' education difficult to maintain. Small-scale voluntary action is inadequate in the face of increased demand. Larger units of provisions require more support from or direct action by public education authorities and require larger numbers of full-time staff able to administer larger and more complex organisations and programmes. With more emphasis on acquiring skills, whether for use or pleasure, and with wider experience of active teaching methods in schools, adults are more critical of teaching standards and methods in adult classes.

7. These and other factors are encouraging the establishment of formal training courses of varying lengths in several courses of varying lengths in several countries. But some people fear that emphasis on such training may be at the expense of concern for social purpose which underlies the work of voluntary agencies in adult education.

8. If we compare this with the American situation the differences are very great. Adult Education is assumed to cover all forms of University Extension; skill training, renewal and up-grading in industry and commerce and government service; the educational programmes of trade unions, churches and manifold voluntary agencies. It includes a continuing attack on illiteracy and Americanisation of immigrants.

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With wide provision of higher education and the acceptance of community, responsibilities by universities, it is not surprising that training programmes for adult education are available in many universities and colleges and that in the near future, possession of special academic qualification will be a necessary passport for full-time employment in adult education.

9. I have counterposed the European and American situations because they are still reservoire of experience to which people in many other parts of the world turn for guidance in facing their own pressing problems. What can be drawn from that experience that is most likely to be relevant to the recruitment and training of staff in other situations and how can it be given practical form?

10. The first thing is to acknowledge that any society which is desperately short of trained man-power for all purposes will have to persuade elites to perform many functions. It will have to harness the voluntary principle as was done in Denmark or Britain in the nineteenth century and as has been done in the Soviet Union and Yugoslavia in the twentieth. It is not only in the training of adult educators as such, but also in the training of teachers, doctors, engineers and public officials, that a break-through is possible. In European countries in the nineteenth century the effectiveness of a village school master as also a teacher of adults, depended entirely on his enthusiasm, intuition and initiative. We can now introduce into the general training of teachers some validated knowledge about the ways in which adults learn and how they can learn more effectively. We know that other things being equal the adult learner is likely to be a slower but not less effective learner. If we treat him as an adult and not merely as an overgrown child, the greater strength of his motivation may more than compensate for any limitations inherent in maturity. Let us first teach the arrogant young that the old dog can learn new tricks.

If we begin by assuming that education is indeed a life-long task we shall see to it that the teachers of children are aware of such facts and we shall extend this to all the others who have counselling roles in society - community developers, doctors, health visitors and the like.

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To get teachers in the schools to accept the necessity of adult education is the only way to relieve them of the impossible burden of trying to cram a life-time's education into the narrow years of childhood.

11. Secondly, without refusing the aid of the new 'technologies' of education, if and when they are accessible to us - television, projectors, language laboratories - let us look at the record and remember the effectiveness of face-to-face and oral communication for adult educators. The importance of what Grundvig, the inspirer of Danish Folk High Schools, called the 'living word" is borne out by contemporary research. The small group of active participants was a potent form of adult education before 'Group Dynamics' experiments gave it theoretical support.

12. For any of this to happen we must do something to train the trainers.

It is here that American and European experience may be relevant. In a study undertaken by the European Bureau of Adult Education for the Council of Europe we distinguished between the training needs of full-time and part-time staffs whether organisers or teachers and, in each case between off-the-job and on-the-job training. These distinctions will, I believe, correspond to the realities of most countries.

13. There is a clear need in all countries for one or more centres of extended study and training, probably at graduate level. In the U.S.A. with a vast number of institutions of higher education, graduates courses in adult education are available in many universities; the best European examples are probably in Yugoslavia. Countries with less highly developed systems of higher education or in which universities have a more specialised role may have to look to other institutions - e.g. Social Academies in the Netherlands, or may have to establish special centres as with the Unesco supported projects for Training Centres in the U.A.R. and South America. In the United Kingdom, it is only within recent years that four universities have accepted a limited responsibility im this field, but there are four specially created centres for training mature people to work in the field of vocational education. In France the Central Government has recently intervened to establish a Diploma based on a two year course for 'Conseillers d'Education Populaire'.

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14. The general structure of courses intended to equip people for leadership in this field, is remarkably similar from country to Country.

They seek to increase awareness of social history and contemporary social situations and institutions; of physical and psychological developments in maturity affecting learning capacity; of methods, techniques and devices specially appropriate to the teaching of adults; of the available resources of organisations, settings and equipment; of the frameworks of law, regulations, finance and custom within which work must be undertaken. There seems to be agreement that students for such courses must themselves be mature people.

15. This is essentially a training for 'generalists' most of whom will be employed as administrators, organisers, advisers. They will not generally be employed in face to face teaching but they need to be competent to do so, and they should preferably be drawn from the ranks of those who have such experience. This is the more important because a large part of their leadership role will be the training, formally, and even more importantly, informally of teachers and group leaders.

16. Because for most people adult education must go on side by side with making or earning a living there is bound to be a high premium on the employment of part-time-often no more than casual - teachers. It is not probable that they can be induced or persuaded to engage in lengthy training. Recent British experience however, supports that people doing such part-time work welcome some guidance: it seems to stimulate rather than impede recruitment; probably because it emphasises the importance attached to the work. This often needs to be supported by reasonable payment but payment without evidence of official respect for the work will not by itself suffice to attract people and get the best from them.

17. In practice this means a multiplication of short courses. They must cover however briefly, some of the points suggested in 14. above as necessary for professional workers. But there must also be emphasis on lesson structure, syllabus preparation and the right balance of group and individual instruction.

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Practice sessions in the use of audio-visual aids will give value to what may otherwise be wasteful prestige expenditure. The use of the simplest traditional aid - a blackboard - should be effectively demonstrated, and practised. Mutual criticisms in practice sessions will go far to reveal the the limitations of unsupported lecturing. Experience of group discussion will illustrate its usefullness and its pit-falls. For such short courses, a residential setting has special values in encouraging concentration and group identification.

18. Having taught in graduate training courses in Canada and in the U.S.A. I am aware that there is no more exposed position for an Adult educator than to attempt to teach other people how to do it. Each training session must itself be a recognisable essay in adult education. It is useless to lecture about discussion; to talk about visual aids; to theorise about student participation in syllabus construction without practising the theory there and then. Once the trainee has himself experienced the reality and stimulus of involved participation he is unlikely to be satisfied, as a teacher, if he does not evoke it from his own students.

19. Once for all training is obviously insufficient. Leaders and staff members require the refreshment of periodical meetings for mutual support and exchange of experience. They need a professional spirit most likely to be encouraged by membership of a continuing organisation which exercises both a professional and a protective function. Face to face encounters and training needs to be supported by regular professional literature, to remind people that their local situations are part of a larger enterprise, informed by common principles, however widely diverse the practices that exemplify them.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

Social Service and Development Organized by
Catholic International Union for
Social Services.

By

Mr. N.A. Kuhanga, M.P. To the African Seminar.
Institute of Adult Education, University
College, Dar Es Salaam.

UNIVERSITY OF KHARTOUM

Khartoum 28th. December 1968 to
4th. January, 1969.

INSTITUTE OF ADULT EDUCATION
UNIVERSITY COLLEGE , DAR ES SALAM

TALK GIVEN BY N.A.KUHANGA, M.P. TO THE AFRICAN SEMINAR ON "SOCIAL SERVICE AND DEVELOPMENT ORGANIZED BY CATHOLIC INTERNATIONAL UNION FOR SOCIAL SERVICE " .

I have been asked to talk about a very topical subject in the world today , namely "Adult Literacy ". It is a subject which is being discussed internationally as well as nationally because of its association with the underdeveloped countries of the world . We are told that today there are seven hundred million (700,000,000) illiterates in the world, and that more than two thirds of these are to be foumd in the developing countries . The U.N. General Assembly discussed it as a matter of great importance in 1963 because it recognized that it was "...a problem that concerns mankind as a whole , and which therefore must be solved on a world-wide scale by a concerned effort of the international community ." Nationally , we have heard many speeches in our own countries about the hindrance illiteracy brings to the country's development , and appeals to try and eradicate it .

Thus realizing the importance of the subject . I feel it is not possible to treat it fairly well in one talk , the best I can do is to highlight a few important points which may help you , distinguished delegates in formulating your deliberations during the conference . I have therefore decided to confine myself in the discussion , to planning implementation , evaluation , method of approach and co-ordination and co-operation in adult literacy programmes .

PLANNING :

Let me start with a very important point but which is often overlooked - planning . It is to be regretted that too often adult literacy is taken as an end in itself not as part of the life-long -learning process Campaigns have been organized in our respective countries to teach people to read and write . Many classes have been conducted in classrooms , under the trees , everywhere ; and some of us have witnessed certificates being given to the graduates of these classes . The whole thing has been run on piecemeal fushion . Very little effort has been made to plan carefully coherent programmes which would ensure the attainment of functional literacy . We know how unsuccessful these attempts have been . It is necessary therefore to consider adult literacy as part of the total adult education programme-which includes agriculture , health , child-care etc. But even with this recognition , literacy and adult education in general may still fail for lack of funds and necessary facilities .

We have not provided enough funds to run the programmes , we have not put any provisions in our programmes for the training of organizers / supervisors and teachers of the literacy classes , nor have we ever thought carefully about the teaching materials to be used . Thus for the programmes to succeed literacy and adult education as a whole should be planned as an integral part of the educational programme in the country , and should fit in the over-all development plan . This will ensure three things ;financial resources , although voluntary organizations and private firms will still be expected to contribute something ; continuity of the programmes and coordina tion of efforts .

IMPLEMENTATION OF PROGRAMMES :

Under this headings I include organization and administration of programmes , various aspects of training , preparation of materials and evaluation of the programmes .

ORGANIZATION AND ADMINISTRATION:

I do not need to dwell on this point for we all know that usually a ministry or government department is made responsible for adult education including literacy. In Tanzania this responsibility is placed under the Ministry of Regional Administration and Rural Development. The responsible body should be concerned with such matters as - who will be responsible for organizing literacy campaign in a certain area, whether there are enough people capable of carrying out the day-to-day administrative work after literacy classes have started, are the teachers available to teach these classes, and have funds been allocated for the training of the various categories of personnel, and so forth. In Kenya, adult education has been tossed back and forth between the Ministry of Education and the Ministry of Community Development and Social Services. Whatever the case, the important thing is that some ministry or government [illegible] department is made in charge of it, for without this it would be very difficult to include it in the country's development plans. Still more difficult would it be to effect co-ordination and co-operation among the various organizations (it is already a problem now).

TRAINING:

Here I shall discuss the importance of training for two groups only, namely, local organizers and supervisors of adult literacy classes and the actual classroom teacher.

Organizers/supervisors are the people concerned with determining the needs for literacy campaigns in villages. They have to try and motivate the villagers to want to come to adult classes, they have to find out what facilities are available in the village, they recruit teachers to teach these classes, and so on. Training is therefore very necessary for them. They must know the rudiments of public relations if they are to help people to determine their educational needs. They need training in how to keep records of the programmes and carry out the day-to-day administration. And finally they must know how to draw-up the programmes themselves. These things are very important if we are to evaluate adult literacy programmes to assess their success (and this we must do).

It means therefore that the calibre of organizers and supervisors must be high. We should employ mature and well educated people to do this work; we should discontinue the employment of young and immature school leavers as is currently the practice. These will only help in keeping the adults away from the very programmes they are trying to arrange.

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TEACHER:

What I have said about organizers and supervisors does also apply in respect of teachers. Oftentimes it has been taken for granted that any literate person can teach others to read and write. As a result we have accepted everybody who has volunteered to teach including the semi-literates. When the education of our children is involved we are very concerned about proper selection and training of the teachers. But we are the least concerned with what happens to the adult learner. This attitude must change. Teachers should be carefully selected and trained. They should be mature and of good educational background. None should be less than standard seven, if we are determined to bring the illiterate adult to the level of functional literacy. Their training should include such topics as how adults learn, techniques of teaching adults and various other methods of effective teaching, how to plan lessons and how to evaluate individual learning etc. Moreover the teachers need to be guided in the use of literacy primers in order to avoid the inevitable danger of reciting the pages as it has hitherto been the case in many of the classes.

In order that literacy becomes meaningful, our teachers ought to know when and how to introduce other reading materials about health, agriculture etc., in the course of conducting the programme. This will help to inculcate reading habits in the adult learner, and create the desire to go on with other forms of adult education. And just as teachers of our children need refresher courses, so do the teachers of adults. Follow-up courses should be arranged from time to time in order to bring together literacy teachers to discuss classroom problems they have encountered during their teaching with the trainers, and try to find solutions to them.

TEACHING MATERIALS:

Recently it has been suggested by some amateur literacy experts in Tanzania that illiteracy could be wiped out in one month in the whole country by using a collection of quotations from important political speeches by leading African Personalities. Well, this conception reveals many things, but the most important is the way we underrate adult education. For our children we put very high requirements for text books and reference books. They must

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carefully be prepared and tested before they can be used in schools generally. But for the adult learner we do not seem to care what we use for them. He is at the mercy of the TEACHER, he can be tossed about the way his teacher wants. The repercussions are quite clear; the adult learner is confused and discouraged from participating in adult education activities including literacy classes.

So, we need to have good materials for adult literacy programmes, carefully prepared and produced in large quantities so that they can be obtained cheaply. There should also be a sturdy flow of such material so that there is continuity in the programmes. There should not be a break for lack of suitable follow-up materials. This is a battle the Ministry of Regional Administration and Rural Development is now trying to tackle here in Tanzania. A workshop has just ended its work on follow-up books for adult literacy. An effort has been made to include topics which will be of interest to the adult learner e.g. on agriculture, health, co-operative etc. This is a move in the right direction.

EVALUATION:

As mentioned at the beginning of my talk, the illiteracy rate is quoted at 700,000,000 in the world. This is a very frightening figure. Still it may only be a conservative figure, for in many instances no reliable statistics are available. In Tanzania for example, illiteracy percentage seems to vary between 80% and 96% You could quote anything in between and you would be correct. Sometimes you hear about 2,000 classes having been conducted in the country, and around 500,000 adult students have attended them. Then you begin to wonder as to the size of class any one teacher has had to handle. It seems to average at 200 students, and this is hard to believe. Lack of proper record keeping makes it very difficult for the programmes to be evaluated.

The granting of certificates alone is not enough to asses the success or failure of an adult literacy programme. It is important that we know the progress of the programmes, the drop-out rates and reasons for it, those that carry on with other adult education activities, whether or not the learners are actually able to apply the newly acquired skills in the day-to-day activities etc. In other words have the programmes been able to make the

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adult learners functionally literate? is the question we have to answer. This again calls for the need to employ better qualified people as teachers and as organizers/supervisors of the programmes.

METHOD OF APPROACH:

I now turn to a rather controversial point. What is the best method of approach to the problem of adult literacy? In my opinion there is not one satisfactory answer. Some people have advocated the Cuba approach. Stop all educational institutions for one year, and ask teachers and students to go and teach adults to read and write. UNESCO, on the other hand, has recommended the "Selective and intensive approach". It is suggested that efforts and financial resources should be concentrated in areas and on age groups which are already engaged in productive activities and where literacy might help to step up production.

The UNESCO/Tanzania Work-Oriented Literacy Project in the Lake Regions is based on this principle. The approach aims at making literacy programmes prepare adults to work more efficiently, to improve their living conditions and to play a more active role in their communities. To me this sound realistic, practical and sensible approach, and one to be recommended for application. But the experiment is only one year old, and its success is yet to be seen. There are bound to be some doubts, resistance and even opposition to the whole concept, but I sincerely hope that the experiment will succeed in order to make departure from the traditional approach of teaching literacy for its own sake. However, we, in Tanzania will not sit back and wait for the completion of the experiment but we shall adapt any aspect of the project which we think has proved successful for use in our national programmes, while the experiment still goes on.

After discussing the important of planning, training of various types, evaluation and method of approach, I should finally like to draw your attention to the problem of co-ordination and collaboration. Illiteracy is a complex problem, it cannot be solved by one ministry alone. It required the concerted effort of every ministry or government department, voluntary organizations, private institutions and individuals in the country. To avoid

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duplication of efforts activities in adult literacy must be co-ordinated right from the planning stage to the implementation of the programmes. It is for this reason that we need one ministry or government department to take the overall responsibility. If we could succeed in effecting good-co-ordination we would have solved a substantial part of the problem.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

I.L.O. Activities of Adult Training In Africa

By

Mr. Morris Mulima
Worker's Education Branch
International Labour Office

UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
4th. January, 1969.

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AFRICAN ADULT EDUCATION ASSOCIATION

Statement By Mr. Morris Mulima
Worker's Education Branch
International Labour Office

I have great pleasure and honour, as the ILO observer to this conference, to convey to you greetings and best wishes from Mr. David Morse, the Director General of the ILO, who has asked me to let you know how glad ILO felt to have been invited to this important conference.

The ILO, composed of 118 member States representing different levels of economic development and many political shades, believes that it is only through action by men of goodwill that human dignity, welfare and security can be achieved. The ILO has learned that economic growth and social progress go hand in hand, and that one of the conditions for this growth and progress go hand in hand, and that one of the conditions for this growth and progress is the understanding by every citizen of the many complex human problems, Unfortunately, understanding is not an in-born thing in anyone. It has to be developed in order to give every citizen an independent judgement, sense of appreciation; character and physical well-being, so as to arouse in himself a general awareness of the social, economic and political forces that play a role in his existence and thus make him fit into and be useful to the growing society in which he lives.

It is this belief that has led ILO for the last 50 years, to spend much time and money on offering training in all sorts of fields, throughout the world. In addition to laying down International Standards in occupations and employment, the ILO, through worker's education and vocational training, seeks to make a worker have a better, fuller,richer and meaningful life; equip him to solve his problems, and to expose him to the awareness of his rights and responsibilities and make him a creative member of the human race. In this respect the ILO carries out training in four main fields which are of direct interest to many developing countries. These are: worker's education, management training, vocational training and economic education.

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1. Worker's Education.

In order to assist a worker to attain the understanding I have mentioned before; the ILO carries out worker's education programmes dealing with such subjects as conditions of work and employment, wages, social security, occupational safety and health and labour management relations. The ILO Worker's Education Programme in Africa involves training of trade union educators; educating the rank-and-file trade union members, training of trade union leaders, such as shop stewards, branch officials and national leaders. This training programme is carried out in three forms namely:

a) Expert missions:

On the request of trade union organizations submitted through the government, the ILO sends out an expert in worker's education for a limited period to advise and assist trade unions in the field of worker's education. The ILO has sent such missions to countries like Ethiopia, Ghana, Sierra Leone, Malawi, Kenya, Zambia, Tunisia, Mauritania and Tanzania.

In addition to these national missions, ILO has now three regional worker's education experts who are based at Dakar, Yaounde and Tananarive. These regional experts carry out training in worker's education and help the unions to help themselves in this field.

b) Seminars:

Worker's education seminars are organized from time to time at regional or inter-regional level by the ILO or in collaboration with other agencies.

c) Fellowships:

ILO awards fellowships to worker's educationaists, to complete training in social subjects and to perfect them in organizing and leadership capabilities, to help those leaders who have exhausted national training facilities and who may already have acquired practical experience in the field of worker's education in their home country.

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2) Management Training.

In the field of management training, the ILO, in collaboration with the U.N.D.P./S.F. and other agencies, run training programmes for management in matters like productivity, planning, accounting, marketing, etc. This programme is carried out by helping developing countries to set up national training centres staffed with trained instructors who are usually given in-service training by the ILO experts before taking over the operation of these centres. In Africa this kind of project includes the National Institute of Productivity in Dar'Es-Salam, Tanzania, the Management Training and Advisory Center in Nairobi, Kenya, the National Productivity Institute, Tunis, the Management Development and Productivity Center, Khartoum, Sudan, and the Management Training and Advisory Center, Kampala, Uganda. In the projects for Tanzania and Kenya, a worker's education expert is attached, in order to promote a better understanding among workers and their organizations of the subjects covered by the projects.

3) Vocational Training.

Vocational Training plays an important role in the ILO's activities. The ILO holds primary responsibility within the United Nations family, for vocational training for employment in the various sectors of the economy. In fulfilling this responsibility it works in close co-ordination with U.N.E.S.C.O. and F.A.O. within the framework of mutual concern and with the United Nations. In Africa it collaborates with E.C.A. and other regional bodies. Its programmes in Africa include projects like the Technical Service and Instructor Training Center for Adult Vocational Training in Algiers, the National Industrial Vocational Training Center, Nairobi, Kenya, the National Vocational Training Scheme, Sudan, etc.

4) Economic Education.

In the last ten years, many African States have become independent. In wishing to reflect national independence in the economic sector and also with the desire to correct the imbalance in employment, immediately after attaining of political independence, the African States have been faced with the problem of Africanization and for the expansion of their economies under

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plans for economic development, aimed at improving social and living conditions for their populations and, in many cases, of welding them into one national community.

In order to gain the support of different sectors in their respective countries, most of the African States,have sought the participation of the masses, (like the self-help schemes in East Africa), and of institutions like the Trade Unions and educational institutions. Being aware of the current need for economic education in Africa, the ILO, has recently started offering its expert assistance in this field. To give you some examples: in 1966, the ILO organized a seminar for Africa at Dakar, Senegal, on the Trade Union Participation in Economic Blanning. This was followed up by another seminar held in Geneva in 1967 on Rights of Trade Union Representation at the Decision-making Level of the Undertakings. Another important tripartite meeting just ended about two weeks ago at Addis Ababa which was on "The Role of Workers' and Employers' Organizations in Economic and Social Development in Africa.

There is another important related economic education, which the ILO is assisting in the training of leaders and this is the co-operative field. Co-operatives have become one of the best means of involving ordinary masses to participate in the economy of their respective countries. The training of co-operators is carried out in the same way like the other ILO training programme I have mentioned. It might be of interest to this conference to know that in collaboration with the Danes, the ILO will be running a seminar in Africa probably in East Africa, in the latter part of 1969. This seminar will be on the "Trade Unions and Co-operatives". These are just a few illustrations of the many training programmes for workers that ILO is currently involved in Africa. (There are of course many others like courses run by the two ILO Institutions, Int. Instotitute for Labour Studies, Inst. Centre for Advanced Technical and Vocational training etc.)

General Observation on Training of Adults in Africa.

Not only is there need for training of adults in Africa, but there is also an urgent and absolute necessity. I call it a necessity because of the well-known fact that; in most African States 75 to 80% of the adults never had an opportunity of even receiving a simple primary education, leave alone being trained in their respective fields. The worst part of it is that, the

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present children in schools in Africa are not likely to have an impact on the development plans in Africa until another five to ten years from now. It is therefore fitting for me to agree with what has been said by some people that "it is not the children of today who hold the present destiny of Africa in their hands; it is the adults". It therefore goes without saying, that the training of adults in Africa must be stepped up if Africa wishes to accomplish her current aims and goals in the present divided world of haves have-nots.

Mobilization of Resources.

Adult Education in Africa until recently, has been laregely neglected. In the last fifteen years, there have been considerably efforts made to itensify training of adults in Africa but without much impact. There are of course many other reasons why there has been less impact in this field. But in my view, perhaps, some of the most important reasons have been: lack of trained adult education teachers or instructors; inadequate local facilities, (especially in the rural areas); insufficient knowledge of the African's immediate needs; lack of development planning, which has only begin recently; and in some respect adult education in Africa has tended to follow foreign patterns without proper adaptation.

In certain countries training programmes have been organized with very little regard or sometimes no consideration at all for whom these courses are meant and what these courses aim to achieve. I have at times been amazed to hear many adult education instructors say that many African adults are "not interested in learning", "they lost interest quickly in courses after they have enrolled", "want easy things", etc. This is clearly a demonstration of ignorance of African conditions. I think that many of these problems could be solved by a body such as the African Adult Education Association; which would give guidance and independent advice to national organizations engaged in the training of adults.

Methods and Techniques of Adult Training in Africa.

Because of the technological developments taking place in many developed nations, Africa cannot remain unaffected by worldwide innovations in methods and techniques of education. These particularly apply to the field of teaching adults, where there had been very little experience until recently. I cannot see how these are involved in the

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training of adults in Africa, be it in functional literacy; liberal education, worker's education or vocational training, can remain unconcerned with new methods and techniques of adult education.

In this field the ILO is engaged in developing techniques and methods, not only of teaching workers' education instructors and trade union leaders, but also how to teach the ordinary worker who has never been to school before. This field involves three aspects.

1) Training in the Use and Production of Audio-visual Aids.

The ILO is endeavouring to train and encourage labour education instructors in the use of audio-visual aids. Under this programme, workers' educators are trained by ILO experts on the preparation and various uses of audio-visual aids, such as flannel boards, flip charts, film strips, tape recorders and film projection. Special emphasis is placed on the development of local aids suitable for local conditions and also cheaper to produce.

2) Use of Radio and Television for Workers' Education.

In response to a number of inquiries made to the ILO for advice on the use of radio and television for workers' education the ILO organized a workshop gathering 22 participants from the trade union educational bodies, radio and television broadcasting organizations and a few other interested organizations dealing activity with related matters in adult education through mass media. This workshop, which was held at Geneva in November 1967, aimed at providing a platform for fruitful dialogue between labour educators on the one hand, and radio and television specialists on the other. The conclusions of this workshopswill be followed up at regional or national level with the view of finding ways on how the ILO could colloborate with labour educators, broadcasters and others concerned with the use of mass media for adult education; In Africa, where television has not yet spread much, emphasis will be initially placed on mainly the use of radio and already some organizations have expressed great interest in ILO assisting them to develop radio programmes for worker's education on matters like social education.

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3) Programme Planning and Content.

The ILO is helping to develop special programmes to suit local conditions and needs in the field of workers' education in Africa. As I mentioned in the beginning, one of the difficulties experienced in the past in developing programmes for adult education in Africa has been the danger of using not only out-dated methods, but also absolute programme content. I would like to stress the need for adult educators knowing the level of their participants before organizing any course. This will help them in determining the goal and the subjects to be stressed and the material and the teachers to be selected. Care must be taken not to load the programme too much with substance unrelated to the real needs of participants. The duration and time of the courses must be carefully considered. These are areas where some adult educators in Africa have not been quite successful in the past.

It might not be possible to run adult training courses in Africa on the pattern used in highly developed countries like U.S.A. or Britain. For example, on a visit to England, I once attended some of the W.E.A. and London University extra-mural evening classes, and it was interesting to see adults sitting for one and a half hour listening to a lecture; while intelligently taking down notes. I was even further surprised at the end of the lecture, the participants had assimilated enough to ask questions afterwards. Adult educators in Africa cannot expect the same intellectual sophistication in rural center in Africa. Furthermore, in the developed countries the emphasis is on different subjects which are usually of current interest to the general public (e.g. world monetary system, freedom of press, etc.) In Africa, adult training has to be adopted to the national needs of the country as well as the need of certain individuals and groups.(Problems of unemployment mentioned by our collegue from Uganda) etc.

One other point I would like to add is, the problem of reaching different people of all walks of life in Africa. Most of the adult education programmes have tended mainly to attract people in the middle leadership; trade union junior officers, civil servants, the clerks and lower level teachers. This has been so perhaps, because most of these people are anxious to use liberal adult educational studies in subjects like economics, industrial relations, cooperatives, etc. to advance themselves in their formal private studies, in order that eventually they

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would sit on some kind of examination which will earn them a recognized certificate.

Although, personally, I tend to agree with the argument advanced by certain people who are engaged in adult education in Africa, "that emphasis should be on liberal adult education rather than formal education for adults in Africa", I would like to say that, this should not be the only guiding principle. My personal past experience in adult education in Kenya led me to believe that one of the innovations that gives adults (especially the older African generation) a sense of self-encouragement and strive, is the looking forward of obtaining a certificate at the end of his course. This; of course; although already being challenged as a wrong system in some African States, it is still however a fact that, employment and advancement opportunities in many African countries; are still based on the number and kind of certificates one has. In fact, in many cases educational qualifications have prevailed over experience alone in employment. I would therefore suggest to those who are involved in adult training that, this point to be given consideration.

Furthermore, although there exist training programmes for particular groups (such as workers' education, management development and labour administration programmes), efforts are also needed to permit joint training of persons directly concerned with industrial relations in the light of development problems.

The Institutions already established in Africa; like the Universities, AAEA, and national social colleges; I believe, can play an important role in assisting by way of experimental courses and studies in order to provide a lead on problems such as, duration of adult courses, class of people and areas that emphasis should be placed and even most important the course content. Organizations such as the trade unions; which have working class membership, need guidance and assistance in order to carry out effective educational training programmes. The ILO stands ready to co-operate and assist, where required, with any interested organization or institution engaged in adult education in Africa. I hope that your conference will provide some of the answers on a number of problems which you are all aware of in the field of adult training in Africa.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

Social Welfare and Community Development in Africa

By

Dr. A. Shawky
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UNIVERSITY OF KHARTOUM

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4th. January, 1969.

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SOCIAL WELFARE AND COMMUNITY DEVELOPMENT IN AFRICA

BY

DR. A. SHAWKY

U.N. REGIONAL ADVISER ON SOCIAL WELFARE POLICY AND TRAINING

1. Social Welfare in its traditional sense has its roots in the African way of life and is still prevailing and carrying quite an extended social burden especially in traditional communities all over the continent. Social welfare in its western sense, however, was introduced in Africa along with the penetration of Europeans - especially missionary groups. Since then, the social welfare pattern in each African country started to take the same shape prevailing in the European colonising country. As a result, the difference between social welfare approaches among African countries did not reflect the difference in local priority needs as much as they reflected the difference in colonizing powers in deliquency, remand homes and the mass education in former British territories, and multi-purpose social centres, youth work, social security in former French territories. The tie between social welfare services and health services in former French territories was always and still is, very strong.

2. With the independence movement in Africa, many countries established separate ministries - or at least major departments - for social welfare. Since then, social welfare work began to develop from a side job carried by the rich leisure class and people with missionary drives to a separate profession which needs full-time specially trained workers. The continent started to develop from its traditional sense with its concentration on material giving and social protection. From the group to its needy members, to a newer sense emphasising human adjustment and development through self-help, self-realization and stimulating social change.

SOCIAL WELFARE SERVICES IN AFRICA

3. Before getting more into the subject, it might be useful to present a quick picture of what African Government have in mind when they talk about social welfare. In a recent survey conducted by the Social Development Section of the Economic Commission for Africa, African governments specified the different social welfare services in their countries as follows;-

Rural community development - agricultural extension,

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co-operatives - urban community development - community centres - social centres - neighbourhood centres - low cost housing - slum clearance - social action - demographic surveys - study of levels of living - social research - labour welfare - youth employment - youth recreation programmes - vocational education - social education - health education - adult education - mass education - radio and television educational programmes - literacy programmes - family welfare - family planning - child welfare - day care centres - help to expectant mothers - advice bureau - women's activities - school social work - social security - public assistance - social insurance - school feeding - milk distribution - nutrition health welfare - hospital welfare - care for the poor- care for the needy - care for the blind - care for the orphans - care for the physically and mentally handicapped - care for prisoners - care for juvenile delinguents - care for destitutes - care ror underprevileged women and care for the old.

The same survey shows that there is more interest in some services than others. The services that were repeated more frequently were:

> Rural community development - youth activities - community and social centres - women's activities - care for the physically and mentally handicapped - juvenile delinguency - child welfare and care for expectant mothers.

4. Such information, simple as it is, throws light on the concept of social welfare as understood by African Governments:

- It is clear that no African Government considers traditional social welfare services, prevailing in traditional rural communities as part of the African culture, as social welfare services to be cared for and backed by the government. In fact most African professional social workers either do not recognize these services at all or consider them as third rate backward services.

- The grip of the European concept of social welfare services, introduced during colonial days, is still very strong in the field, making it difficult for new ideas, in methology or content, to express itself freely in the continent.

- The basic concept of social welfare services differs from country to country. While some of them consider community development as part of social services others do not, and while

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some consider related fields as agricultural extension, co-operatives, nutrition, health education and demographic surveys as part of social welfare services - others do not.

- Many social welfare services learn to carry humanistic objectives only. Few services carry some economic content.

This humanistic bias, is expressed in the wide range of services for special groups like the blind, the aged, orphans physically and mentally handicapped, prisoners, juvenile delinquents and destitutes.

- Many social welfare services carry direct educational goals. This is expressed in services like agricultural extension, vocational education, social education, health education, adult education, mass education, radio and television educational programmes and literacy programmes. This is, of course, other than services that carry some educational content such as community development, co-operatives, community centres, social centres, child welfare, women's activities and labour welfare.
- The survey also reveals that there are few social welfare services in the continent that may carry some economic content such as community development vocational education, youth employment programmes, labour welfare services, child welfare services, and women's activities.

FACTORS INFLUENCING SOCIAL WELFARE SERVICES IN AFRICA

5. Right now, several factors influence the total picture of welfare services in Africa:

- Pressure of new urgent problems showing up with the quick urbanization and emerging industrialization in the continent.
- Feeling of moral obligation and responsibility towards extremely underdeveloped rural areas.
- A general conviction among social and economic planners that the basic African problem in economic and that social welfare programmes should contribute to the acceleration of economic development, to gain relative priority.
- An emerging feeling among many African social reformers, that there should be an African social welfare pattern inspired from the African poast and African reality, which differs from the western social welfare pattern prevailing.
- Scarcity of funds to finance social welfare services owing to the general poverty prevailing in African countries and the non-priority place social welfare has among other services such as education, health and housing.

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- Scarcity of well trained personnel in the social welfare field especially on the levels of policy makers, planners, researchers and trainers.
- External aid given - whether bilateral or multi-lateral emphasising specific fields of action.
- Local loyalty built by time around the European introduced social welfare services.

Social Welfare Priorities

While African Governments are still struggling with all types of social welfare services without almost any discrimination, the United Nations Social Commission tried to reach some indications for priorities in the social field through a questionnaire study. The result showed that there is greater need for emphasis on social policy, research, social planning, social reform and institutional change, and the development and mobilization of human resources, including the role of youth and women in national development, and the training of all levels of national cadres for social development.

Such a call for emphasis on formulating social policies, developing social plans, and conducting social research as pre-requisite to social action, is certainly a land mark in the development of social welfare services in all developing countries, as it is a serious step towards introducing scientific and imperial thinking in a field traditionally dominated by purely humanitarian drives. Bringing out social reform and human resources as basic fields of action has special significance as it challenges the European introduced concept of social welfare services traditionally limited to dropouts and misfits. Giving special attention to women and youth - without excluding other groups - throws light on two important sectors of human resources which could, through help, contribute in a fuller way to over all development. Emphasising training, highlights the importance of professionalism in a field traditionally run by good hearted people with missionary drives.

In addition to the work done by the UN Social Commission, the Economic Commission for Africa emphasised in several meetings one basic criterion to decide on the importance of any social welfare programme. The ECA continuously recommended that social welfare programmes in Africa geared to accilirate economic development should have a priority as it serves both the direct humanitarian and the economic at the same time.

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In several other UN documents more criteria, for deciding on the priority of any social welfare programme in developing countries, are mentioned. Preventive programmes, programmes that reach more numbers of people, cheap programmes and programmes that help children are examples of these criteria.

This kind of thinking does not represent only the UN understanding of the social welfare field, rather it reflects the hopes of the new growing leadership in the social welfare field in developing countries including African countries. So, it reflects, in reality, the future of the social welfare concept in the continent.

Fields of Social Welfare in Africa:

With this understanding, we like to high light some of the basic trends in some social welfare programmes in Africa.

Community Development:

Whether professional community development workers would like it or not, the community development method, was adopted in African countries with few basic aims in mind:

- Activating self-help efforts and thus saving in labour cost needed for development.
- Finding a practical solution to the difficult question of qualified personnel needed by training multi-purpose workers or getting few trained personnel to serve a large number of communities through mobile units.
- Accilirating agricultural development through agricultural extension techniques.

So, the real aim was to cause quick and cheap development in rural areas with an accent on economic development. It was looked upon it as a magic short-cut method which can solve the acute long standing rural problem. Other aims like human change through citizenship participation, and balanced development through over all planning and co-ordinated action, were certainly side issues to decision makers in African countries.

Now, the first facination with the idea have gone and many governments started to wonder about the results. At the invitation of African governments, the ECA, in co-operation with the FAO, organized several evaluation missions in Ghana, Mali, Niger, Upper Volta, Ethiopia and Cameroon. It was clear that rural

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citizens, through self-help, were able to undertake, such schemes as construction of roads, wells, schools, clinics and alike. It was difficult however to estimate the actual gains from the long term adult education programmes carried as part of the community development process. One of the conclusions of the Ghana study was that although "self-help" projects in Ghana had made a direct economic contribution, this had been relatively small and the economic benefits had been mainly indirect. However, it was felt, that the establishment of an organization of community development officers and assistants and the setting up of town and village development committees had provided a significant new channel of communication between the Government and the people.

In the region now, some countries, like the Ivory Coast, are considering the introduction of community development programmes in Ivorian rural areas, while some other countries, like Ethiopia, started on extending their programme to urban communities. In the meantime, some countries, like Zambia, are re-examining the role and function of the programme in the light of their previous experiences, and other countries, like UAR, Malawi and Lesotho have integrated community development under local councils organised by the ministries of local government.

In short, it can be safely stated that community development in Africa, is in a period of redefining its role, function, scope, methods and administration, with the hope of making it more effective - especially in the economic sense - and integrating it in governmental systems on permanent basis.

Women's Welfare

7. As mentioned earlier, there is quite an interest in women's social welfare services in Africa, both in English and French speaking countries. The latter,however, give more attention to this type of social welfare programme through social centres (Foyer social or Foyer féminin) and family allowances. In Social centres several mother and child welfare activities, like cooking, knitting, cutting, nursing, child care and maternity, are usually housed under the same roof. Under social security schemes, laws usually provide for several types of allowances for mothers like the maternity and pre-natal allowances.

This does not mean that English speaking countries neglect this type of programmes. Ghana, for example, have quite an organization for women home economics training programmes under

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both the Ministries of Labour and Social Welfare and of Agriculture. In Kenya and Uganda mother-craft programmes, educational facilities for parents and councelling service are provided through thousands of Women Clubs scattered all through rural areas.

Marriage counselling and guidance centres are also found in few African countries like Nigeria, UAR and Rhodesia. In Lagos, Nigeria, a Family Welfare Centre under the Department of Social Welfare has for many years been concerned with encouraging the stability of family life and with helping individuals and married couples to maintain satisfactory marital relationships. In UAR, all Family Planning Centres, run by the Ministry of Social Affairs, provide family counselling services with the help of trained social workers. In Rhodesia marriage counselling and family advice bureaux are available in both governmental and voluntary agencies. This type of service is not usually available in formerly French territories.

These services, however, in both types of countries are far from adequate and are basically concentrated in urban centres.

As to women's participation in community development, it is still of minor importance in many African countries, although some type of women programme is usually there. In East Africa, women participate as much as men, if not more, in community development activities. With the growing interest in training and employing female community development workers, more women's participation is expected. Almost all African countries train women as community development worker, though few in number. In Kenya and Uganda, the number of female C.D. workers is more than male C.D. workers.

Youth Welfare.

Youth welfare services seem to have a high priority in African development programmes. This may be through recreational and social clubs, work camps, vocational training centres, or citizenship education movements.... but still some type of youth welfare programme is usually found in each African country. The trend however is towards involving youth in national development programmes rather than concentrating on recreational activities only.

Such programmes are organized either under private or public auspices. Many of these organized under the private auspices have international affeliations like the YMCA, YWCA, Boy Scouts and Girl Guides. In most African countries there is some kind of

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a national co-ordinating body for youth services such as ministries for youth and national youth councils.

The two serious youth problems facing African countries, however, are:-

- Youth Employment:

The problem of finding jobs for youth - especially educated youth - is enormous. In an ECA publication, the following is stated:

"For example in Ghana, between 1957 and 1963, just over 100,000 extra employment places became available, whereas in the same period over 160,000 left elementary schools. The situation in Nigeria was similar where, in the Western Region the output of successful school leavers rose from 54,000 in 1958 to 129,000 in 1960 while in the Eastern Region above 800,000 primary school-leavers are expected to be looking for employment by 1968. "[1]

All indications show that other African countries are in the same situation. The problem is not only confined to the availability of job opportunities. It is more of a problem because African educational systems usually does not prepare young people for specific jobs needed in the country.

- Youth migration from rural to urban areas:

The second big youth problem facing African countries is the continuous mass migration of youth - specially those who get some education - from rural to urban communities depriving rural areas from their best elements and creating tremendous social problems in urban areas.

Such mass migration was a social phenomenon in Europe during the last century. Although European urban areas were economically ready to receive big numbers of youth who were attracted by economic opportunities in the city, yet still the quick movement caused enormous social problems in European cities at that time.

The African problem then is much more severe as African cities are not ready to absorb economically the big numbers of young villagers migrating to it every day. The result is what we see all over African cities .... young men roaming about accepting petit jobs like cleaning shoes, washing cars, selling lotteries or carrying luggages ... if not pick pocketing, selling narcotics or snaching women's bags.

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[1] Family, Child and Youth Welfare Services in Africa, New York, 1966.

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These two problems, serious as they are, did not receive the amount of attention they deserve till now in African countries.

Child Welfare

Child birth rates are still growing, and will be growing, for some time to come. The urbanization rate is also growing forcing a pattern of family life which is not the best for healthy childhood development. The picture of child welfare services in the continent, however, is not encouraging.

Some of the child welfare services known in Africa are: help to expectant mothers, day care centres and children homes .... The concept of adoption and foster care is new to the continent. The idea of family planning does not seem to meet acceptance in African countries, basically for economic reasons.

Help to expectant mothers can be of health nature and can also be of social nature. Both types are usually organized together specially in French speaking countries (Foyer Social). Phisicians and nurses take care of health aspects while social workers take care of motherhood education and sometime provide material help for needy mothers.

Day-care programmes in Africa are sponsored by a variety of agencies and their administration come under various ministries. Government sponsored or government-operated day care services are available in the UAR, Tunisia, Ghana, Libya and Uganda: Voluntary day care services are also available in the UAR, Ghana, Sierra Leone, Togo and Zambia.

Children homes are available almost in all African countries under different names. They are either run by Governments or under private auspices.

In general, all child welfare services are extremely limited and tend to concentrate in urban communities. Many of them do not touch on the basic needs such as nutrition, recreation and parenthood education which are basic for children in developing countries. By the growth of the number of women working out of the family domain, the need for day care centres is growing more and more.

May be the most promissing single service in this area in the Maternity and Child Health Centres organized by the WHO and UNICEF. Their growing interest in the social aspects

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of the problem provide them with special standing in the field of child welfare.

Social Welfare Training

The basic problem facing all social welfare programmes in Africa is the availability of trained personnel. Almost every African country now has some type of a training centre to prepare social welfare personnel. The level however is usually unsatisfactory. The basic problems are usually the young age and low educational level of students, the lack of adequately trained trainers, and the lack of suitable teaching material.

In French speaking countries there are usually two levels of training for social workers; social aids (usually two years training after ten years of schooling) and social assistants (usually three years training after twelve years of schooling). Several countries however still accept students in schools of social work after eight or nine years of schooling ... a matter which puts all the training under a big question mark.

The situation in English speaking countries is not so different. Few of them however have a better standing and were integrated in Universities like those in Ghana, Zambia and the Makerere University College of East Africa. Schools of Social Work in Ethiopia, Zambia and the UAR give a B.A. degree in social work. The University of Ghana provides for a one year post graduate training in social work, in addition to a certificate course.

Almost all schools of social work in Africa train community development workers. There are other centres, however, which train community development workers only. Such centres are found in several African countries like Ethiopia, Kenya, Uganda, Zambia, Congo (Kinshasa), Nigeria, Ghana, Lesotho and others. The contribution of the Arab States Community Development Training Centre, started and still backed by UNESCO, can not be ignored in that field. 1/.

The two social welfare seminars and the study group organized by the ECA, recommended the importance of establishing sub-regional social welfare and community development training centres in East, West, Central and North Africa. They also emphasized the need for suitable social welfare teaching materials specially prepared for African students and for an Association for Social Work Education in the Continent. The need for research in the field of training was also pointed out.

1/ The Centre is now being developed into a functional literacy training centre.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE

"TRAINING FOR ADULT EDUCATION IN AFRICA"

Social Welfare and Community Development Training In Africa

By:

Dr. A. Shawky

U.N. Regional Adviser on Social Welfare
Policy and Training.

UNIVERSITY OF KHARTOUM

Khartoum 28th. December, 1968 to
4th. January, 1969.

SOCIAL WELFARE AND COMMUNITY DEVELOPMENT TRAINING IN AFRICA

BY

Dr. A.H. Shawky,
U.N. REGIONAL ADVISER ON SOCIAL WELFARE POLICY AND TRAINING

1) Historically, social welfare activities were known since the start of recorded history i.e. during the last stone age. Writings on the walls of ancient Egyptian tombs indicate that there were several types of social welfare activities organized by the Kings and the rich in general. Later great religions recommended and backed all sorts of social welfare programmes. The misery which accompanied the industrial revolution in Europe, also gave a further push to several humanistic movements among which was the social welfare movement. During all those stages, however, the accent was on giving from the rich to the poor and from the able to the unable.

2) During the last fifty years, social welfare started to develop to become one of the recognized professions. It became one of the professions that facilitate and induce human change instead of limiting itself to helping the drop-outs only. In its modern sence, social welfare became the process of helping people and their social environment to develop and adjust to each other in a changing society.

Characteristics of Social Welfare.

3) In this new sense, social welfare, started to develop and aquire some unique characteristics that made it different from other professions:-

a) Social Welfare is a dynamic method, able to function in a variety of fields. Educators for example, function basically in a school setting. Physicians run their programmes in a hospital setting. Religious leaders carry out their activities in Mosques or churches. Social workers do not have a basic field of action. They work in schools, hospitals, clubs, factories, community centres, housing project, and many other fields. They help the young, the old, males, females, normal and abnormal.

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They work with individuals, groups or communities as the situation may require. This is true because social welfare is essencially a method and not a field.

b) Social Welfare, as a method, has a dual function. On one hand, it helps people to develop and adjust to the socio-economic conditions in the community. On the other hand, it helps socio-economic conditions to develop and adjust to the needs of people.

c) Social welfare starts functioning when other traditional community institutions (like family, economy, education, health) fail to carry their responsibilities successfully. For example; when the family institution fails to provide children with proper care for any reasons, social welfare should help both the children and their family, either by strengthening the family or through providing a dubstitute institution that carries part of the family responsibility like day care centres for children of working mothers.

d) Social welfare method can bearemedial, preventive or developmental. When the social workershelps the delinquent child to become normal, he is doing remedial work. When he helps a normal child to get in the habit of playing in a play-ground under some sort of supervision, instead of playing in the street, he is doing preventive work. When he tries to help the child to become a better citizen by helping him to acquire more knowlege and develop better skills and healthier attitudes, he is doing developmental work.

e) Social welfare uses a variety of methods in its operations. case work, group work , community development and social action. "Case Work" concentrates on remedial work with individuals, "Group Work" concentrates on preventive and developmental work with individuals in groups,"Community Development " concentrates on preventive and developmental work with groups in communities, while "Social action" concentrates on the efforts to be undertaken by the larger community to change socio-economic oonditions to meet the needs of people.

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The Story of Social Welfare and Community Development in Africa.

4. Basically, both concepts of social welfare and C.D. are not new to Africa. Sometime ago, the extended family and the local community assumed the responsibility for all services for their members whether social or economic. People lived in closely organized groups and accepted willingly communal obligations for mutual support. People undertook to carry out self-help projects as a moral obligation and without expecting pay or return. Individuals satisfied their urge for social, psychological and economic security merely through being attached to one of those groups.

As a result of colonization African societies came into direct contact with the European scientific civilization. Many European social welfare services were introduced, basically through missionaries and wives of colonial civil servants.

African communities reacted differently to this social invasion, In urban centres the following happened:

a) Most educated Africans - who usually lived in towns accepted and adopted western ways of life. They dressed western, behaved western, and to a great extent, thought western. To them, Europe was far more civilized and so everything that came from Europe was civilized and ought to be adopted. Social welfare was part of the parcel.

b) Women, from richer classes, joined hands with the wives of colonial civil servants, and got active in social welfare fields. So, social welfare became the profession of the leisure class.

c) By time, many African Governments developed special departments and ministries to care for social welfare services. Trainees were sent overseas to study social welfare methods. They came back overwhelmed with the experience, and started to work hard introducing more of this western type of social welfare services in African countries.

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6. In rural and nomadic areas the following happened:

a) Rural people, being free to a great extent from western influence, could not appreciate those new services. They felt, by their innate intelligence that those services were foreign and did not belong to them.

b) Rural people, more over, seeing that their Governments are ready to take over some of their traditional responsibilities, started to hesitate .... they said "if the Government is ready to do it, why should we bother then? The Government will certainly do the job better, and more over, will pay us to do it... it is then logical to wait". So many communities waited, and in the best of cases, some of them found it easier to put pressure on the Government to start services in their own communities first.

c) At this point, social reformers started to complain about the apathy and negativness of the masses, a thing which was, in reality, introduced along with the introduction of European approaches to social problems. People who were always ready to carry their share in the collective burden, were then waiting for the Government to do it.

d) So, to solve this problem, the C.D. approach was introduced, usually under the name of Mass education in English speaking countries in Africa. It was introduced with the hope of reviving and maintaining the traditional attitudes towards self-help and communal concern for local problems.

Conclusion

7. In conclusion, the following could be stated:

a) Social welfare services which were originally indiginous in Africa, became now alien. As a result they look to be subsidiary ... they neither meet priority needs nor reach a sorach of those who may need it.

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c) This is not because western social welfare is useless, but because western social welfare philosophy, methodology and fields were carried without any discrimination to African countries. Social welfare services which were developed in western countries to meet the social problems accompanying industrialization and urbanization were transplanted in countries which are hardly urbanized or industrialized. The great masses of African people are still living in nomadic and rural communities. Social welfare is basically a method that facilitates and promotes social change.

In western countries it meets the social consequences of industrialization and urbanization, while in developing countries it should help in paving the way for more industrialization and urbanization.

The Problem

8. Our talk today is basically concerned with training and not philosophy of social work. Why then do we have this long introduction for? In fact, the problem raised is fundamental. The question we may ask now is the following:-

How can we train social workers and C.D. workers in a way that makes use of western methodology as applied to and adopted to meet the needs of developing countries in Africa?

Social Welfare and C.C. Training in Africa:

9. To meet the need for social welfare and C.D. workers African countries started several levels of schools and training centres:

a) University level:
  - Post-graduate level in U.A.R. and Ghana.
  - Degree level in U.A.R. Congo (Kinshasa), Ethiopia and Zambia.
  - Diploma level in Ghana, Uganda, Congo (Kinshasa), Ivory Coast, Senegal, Sudan, Kenya and several others.
  - Intermediate level in Tanzania, Lybia, Uganda, Tunisia, Kenya and U.A.R.
  - Sub-intermediate level in Ethiopia, Ghana, Nigeria, Kenya, Uganda, Zambia, Tanzania, Malawi and several others.

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- Local leaders level in Kenya, Uganda, Ghana, Tanzania and several others.

10. Most of those schools and training centres were started during the last 10 years. Also most of them depend almost completely on expatriate trainers. The majority accept students after 10 - 12 years of schooling. Students are usually over 20 years old when they get admitted. The duration of training in preservice institutions differ between 2 to 4 years, while in the in-service training courses they are usually between two and eight weeks.

Social Welfare and C.D.
Training Problems

11. It is difficult in such a small paper to cover all social welfare and C.D. training problems in Africa. All what could be done is to highlight some of the basic and most clamouring problems.

a) Absence of social welfare policy and plans

This is one of the serious problems facing social welfare training in most African countries. It is serious because social policies and plans guide training programmes. The choice of trainers, the selection of students, the content of the curriculum, teaching and evaluation methods all together should reflect a deep and thorough understanding of social welfare objectives, scope and projects in actual practice and future expectation too. If this is not clearly defined and agreed upon among responsible personnel running social welfare programmes in any country and if plans are changed by the change of personnel, it would be difficult for social welfare educators to plan their programmes on firm and steady grounds.

For this reason, it is recommended that all African ministries of social welfare should start immediately on developing social welfare policy statements and plans, and that these policy statements and plans should be included in curriculum of schools of social work and community development training centres to be discussed and comprehended by students.

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b) Lack of satisfactory interactions between training institutions and community.

The rule of a school or training centre cannot be confined to training students inside. The school should open its doors and windows and seek maximum two-way interactions between itself and the community. If this is important in other professions, it should be more important in social work as it deals with less defined and ever changing human problems. The school should try to affect practice in the field as much as it should allow practice to affect the school.

One of the basic problems in schools of social work and community development training centres in Africa is that they - for some reason or other- allow a minimum of interactions, usually through field work practice carried out by students. While this is an important media for interactions if wisely used,schools and training centres should not limit themselves to it.

As a result of this lack of interactions most training institutions in Africa concentrate on the remedial and invidiaual approach while actual practice calls for the preventive and group or community approach.

To reach maximum interactions the following is recommended:

- The training institutions board, which usually represents leading practitioners as well as teaching staff, should be allowed maximum involvement in training problems. It should not be allowed to develop into a rubber-stamping body for plans and policies previously determined by the administration of the training institutions.
- Trainers should be chosen - whenever possible-from among those who had field experience as well as academic training. While teaching they should be encouraged to keep active relationships with the field.
- Field experience gained by students,prior or during training should be used constructively in claims instruction to enrich the training content and tie theory with practice.

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- Training institutions should have a plan to help agency supervisers, government administrators and future employers in the social welfare field to catch up with new development in the field on one hand and to contribute from their experience to the training programme on the other hand. Trainers from the school - or training centre- should be invited to lecture in in-service training courses and practitioners should be invited to lecture in preservice training institutions too.

- Meetings, with wide representation from social workers, planners, economists, socialigists, social reformers etc. should be organised periodically by the school or training centre to discuss social welfare policy questions.

These are examples ofthe programme that could be carried out by the training institutions to keep a healthy two-way interactions between itself and the community.

c) Training institutions do not assume their expected leadership role

In many African countries social welfare training institutions play some role in the forumation of Government policies and the promotions of new ideas in the field. More is needed to be done however. Training institutions should be the source for scientific knowledge and the spearhead for innovation.

Social work in African countries is still in its infancy stage, and training institutions should consider it a basic responsibility to supply the field with new facts and ideas derived from research and recorded experience. Trainers should consider it a primary task to lead on basis social surveys and evaluation and to venture with students in new field of action need by the community. They should get active in the field of social work writing for professional and lay people. They should be the promoters for the use of the scientific method in discovering and dealing with social problems. In short they should be the guiding power that helps practitioners to slow down and think of what they are doing This cannot be done unless they themselves have something new to offer.

d) Lack of co-ordination among training institutions

It is a fact that most social welfare training institutions in Africa deal with one group only. Few of them deal with two groups

The field needs a multiple and comprehensive approach for training. It needs training of professional, social aids, and volunteers. It needs training of senior admistrators, trainers, supervisers and field workers. It needs orienting other professions to social work methodology. As a result governments establish more than one training institution : usually one for social welfare training, one for community development training and one for in-service training. This is other than provincial training centres.

In most cases there is no co-ordination between these training institutions. Each one functions on its own. They even compete sometimes.

If this is true among training centres in the social welfare family, it is more true between those institutions on one hand and other training institutions, at large, one the other hand. As a result graduates working in the same village, whether they are social workers, agricultural extension workers, health educators or adult education teachers, all cannot conceive what their colleagues are doing or trying to do. So lack of co-ordination on the training level results in lack of co-ordination on the practice level.

For this the following is recommended :

- Each country should consider the establishment of a social welfare training board representing social welfare and community development training institutions and also training institutions for related professions. This board should be entrusted with the responsibility of co-ordinating work between training institutions and seeing that they cover all types and levels of training needed by the country.
- Social welfare and community development training institutions should make it part of their policy to encourage inter-disciplinary meetings among their students and students from related professions.

e) Lack of sufficient, well trained and experienced staff

The staffing problem of social welfare and community development training institutions in Africa is acute. No one of those institutions could be described as adequately staffed. The main problems are :

- In most cases, staff does not cover adequately the basic professional subjects to be taught in training institutions.
- In many cases, staff members do not have the reasonable academic qualifications for teaching. (M. Sc. for University level and B.A. for less than that).

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- In many cases, staff members do not have the field experience needed to make the teaching realistic and functional.
- In most cases staff never had training in the methodology of teaching.
- In several cases staff is mainly imported from other countries.
- In many cases training institutions depend on part-time lecturers to the extent that the unity and sequence of the course is lost.
- In most cases countries depend, for training trainers abroad, on one country only and thus limits training and practice to the concept prevailing in that particular country.

Therefore, it is recommended that:

- African countries do not start new social welfare or community development training centres until they are sure about the staffing situations.
- African countries running more than one school of social work or more than one community development training centre, should revise their plans to assure that at least one is adequately staffed even if one or two centres have to be terminated for the time being.
- African countries should make full use of the available scholarships and fellowships, multi-lateral or bilateral, to train indigenous trainers abroad. Depending on one country for training trainers is not in the interest of the training institutions. To introduce new points of view, trainers have to be trained in as many countries as possible wherever adequate training is available.
- Social welfare and community development teaching staff should be enouraged to be active in the field, and do some social work writing based on this field experience.
- All social welfare and community development teachinf staff should have special training in teaching methodology.

f) Lack of sufficient and well selected students in training institutions (see Table 1 and attachment I)

The moststriking problems in student selection are the following :

- The limited number of students applying to each training institution allowing a limited chance for choice. This certainly reflects on the number and standards of students selected.

- The limited number of students selected for enrolment in each training institution with the result that any growth in the number of teaching staff would look like misuse of funds. The number of students per staff member looks to be adequate in most cases, (between 10 to 20 students per staff member), but this is because of the limited number of students in each institution and not because of the adequate number of teaching staff.

- While the average age of students selected for the first year of training is reasonable in most cases (more than 18 years), it looks to be quite unsatisfactory in few cases like in "Social Secondary Schools" in the Democratic Republic of Congo.

- Having African standards in mind, the minimum schooling requirements is quite adequate in most cases (10 - 12 years). Few schools, however, accept students with less than 10 years of schooling !

To overcome those problems, the following is recommended :

- Governments should take all measures to propagate social welfare and community development as a profession to attract more and better applicants. This could be done through explaining - through mass media - the useful role of the social and community development workers and through offering higher salaries than being offered now.

- While 10 years of schooling seem to be adequate for admittance in pre-service institution training for the time being, it is recommended that there should be a plan to raise this to 12 years in the very near future.

g) Lack of adequate field-work placements and supervision

Field-work is the back-bone of social welfare and community development training. Without adequate field-work instruction the whole training becomes more mental exercise without actual value to practice.

To design a successful field-work programme, training institutions should be able to provide good placements, good supervisors, keep adequate time for it and maintain a dynamic relationship between field and class instruction.

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Training institutions in Africa usually fail to provide these pre-requisites for successful field work practice. Even the time kept for field instructions is in several cases less than what is considered adequate one third of the training period (See Table 2).

TABLE 2.

SCHOOLS OF SOCIAL WORK AND COMMUNITY DEVELOPMENT CENTRES IN EAST AFRICA.

(PERIOD KEPT FOR FIELD WORK.

COUNTRY	NAME OF TRAINING CENTRE	APPROXIMATE PERIOD KEPT FOR FIELD WORK.
ETHIOPIA	School of Social Work, Haile Selassie 1 University, Addis Ababa	25% of the time
	Awassa Community Development and Demonstrations centre	25% of the time
KENYA	Kenya School of Social Work	33% of the time
	Women's Social Institute	47% of the time
MALGASY	Ecole de Cadres pour Travailleuses sociales	55% of the time
UGANDA	Social work and social administration Unit, Makerere University College	33% of the time
ZAMBIA	Oppenheimer Department of Social Service, University of Zambia	25% of the time
	Kitwe Urban Community Development Training	33% of the time
GHANA	Social Work Unit, University of Ghana	25% of the time.
U.A.R.	High Institute of Social Work	25% of the time
	Cairo School of Social Work	25% of the time
	Alexandria School of Social Work	25% of the time.
SUDAN	C.D. Training Centre in Shendi	29% of the time.

Very few training institutions in East and Central Africa keep a special staff for field work supervision. Even those who do usually put the responsibility on the least qualified and the least experienced staff members.

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For this it is recommended that all social welfare and community development training institutions should revise their field work instruction policies and practices and start immediately on establishing a special field-work section, within the training institutions,headed by one of the leading staff members,to organize and supervise field work training for students.

h) Method of training does not help students to be creative

In class and field instructions,teaching and training methods should be inducive to change. If this is true in other parts of the world, it should be more true in Africa and in the social welfare in particular where lots of creativity is still needed to think of new ideas to solve local problems. Western solutions should not be seen by any means, as the final answers. Local traditional solutions too while useful in traditional communities cannot be considered full answers in the new type of society emerging. Students have to be pushed to individual and group thinking while discussing in class, writing papers or practicing field work. They should be encouraged to innovate and play with new ideas without hesitation. In field-work students should be encouraged to venture with new plans and try new fields of action.

To do this it is recommended that all social welfare and community development training centres should put plans to encourage innovation,creativity and independent thinking among students. One way of doing this is through putting more emphasis on these aspects while evaluating students' achievements.

i) Lack of adequate teaching material is becoming one of the chronic problems raised in almost every meeting dealing with social welfare or community development training. This shows that the problems is important.. Both Seminars,in Lusaka and Alexandria,dealing with social welfare training in Africa, discussed the problem at length. The Economic Commission for Africa Consultant Team which visited several African countries to assess schools of social work in 1964,also brought the problems and explained how acute it was. Still very little was done about it. Almost all schools and trainingcentres in Africa,without reservations,depend almost completely on American and European text books till now.

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Few training institutions, however started developing some local material. The Haile Selassie 1 School of Social Work, the Social Work and Social Administration Unit at the Makerere University and the Oppenheimer Department of Social Service at the University of Zambia, each started on one social work book. All of them, however started with case work rather than group work or community development. The Nsamizi Training Centre has already published some simple material useful to community development workers. The Kenya School of Social Work started editing some case studies which might be useful for publication. The Social Work Unit in the University of Ghana published few publications. The High Institute of Social Work in Cairo published several Social Work books in Arabic.

For this, it is recommended that some consolidated action should be taken combining the efforts of more than one training institutions together. Probably East African training can take the lead and co-operate to come over this basic problem with the help of international organizations.

j) Lack of Adequate use of the library

Connected with this last problem is the question of the use of the library. It is a fact that most libraries in social welfare and community development institutions in Africa are poor. The problem however, is that even with the training institutions which own a relatively good library, students do not show interest in using it for some reason. They depend almost completely on lecturers or on one text book. The basis reason for this attitude could be the following:

- Students, out of their previous experience, are not accustomed to use the library.
- The teaching staff too in many cases, did not develop the habit of using the library for teaching purposes.
- Libraries, in those institutions, usually do not have a trained librarian who can help the students to get interested in books.
- In some cases, students do not feel easy with the foreign language in which the books are written.

It is therefore recommended that:

- Each training institutions should hire a librarian and provide him with an opportunity for further training in his profession.

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- Training institutions should see that the library is well equipped with books from both developed and less developed countries.

- The teaching staff in each training institutions should meet periodically to discuss the best ways of making the library inviting and appropriate methods to attract students to use it.

k) Lack of adequate attention to in-service training

During the last few years, several in-service training centres developed in African countries. The KYA in Kenya, the Nsamizi in Uganda, the Local Government Training Centre in Tanzania, the "Ecole de Formation de Cadres" in the Democratic Republic of Congo and the C.D. Training Centre in Ghana are just examples of the many centres which concentrate on in-service training in Africa.

The question, then does not deal with the availability of in-services training centres. It rather deals with the Effectiveness of thos centres.

Naturally, we are not going to repeat the ten basis problems just mentioned. We will concentrate on two main problems that are particular to in-service training institutions.

- In-service training centres do not reach all groups they are supposed to reach

  In service training centres are supposed to train: employed but untrained personnel, trained employed personnel, workers from other professions that need orientation to social welfare methods and volunteer workers.

  The problem here is that in-service training centres do not cover all these groups usually. One of the most important groups which are not covered is senior administators, trainers and supervisors. This is due to the lack of highly qualified personnel that can train this level of officers.

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In-service training courses satisfy previously trained workers

Previously trained workers who get in refresher or supplementary courses often complain from the repetition of the same subject matter they are already faimiliar with, from previous courses. This could be partly, due to their resentment to training. It could be also due to their feeling that their experiences are not constructively used in the training process. Still, however, the problem of **repetition** in refresher and supplementary courses is one of the serious problems to be considered.

It is therefore recommended that:

- A special in-service training plan should be adapted with the help of international organisation, to train senior administrators, supervisions and trainers.
- In-service training centres should revise their scope of work and methodology of training having in mind that the experienced and previously trained workers differ from fresh students.

INTERNATIONAL CO-OPERATION

12) International cooperation in this field can be discussed as a subject by itself. It is however, possible to point out some of the highlights here.

The role of international agencies can be summarised in the following:

a) Provising international opportunities for exchange of ideas and experiences among social work educators in Africa.

b) Providing opportunities for training outside own country either in Africa or in Europe and America.

c) Provide expert help to African countries in need for this kind of help.

d) Carry out international research in the continent, important for comparative purposes.

This kind of international cooperation is already carried by United Nations agencies, individual countries interested in helping African countries and non-Governmental organisation.

13) During the last nine years the ECA Social Development Section organised 19 international training programme, three of which dealt with training as a subject. 33 different African countries participated in those programme. The ECA also published tens of studies on social welfare and community development problems either in cyclostiled form or in book forms; all of which are available upon request

14) Moreover, the ECA was able to extend technical assistance in the field of training to meet African countries through consultations and advisory visits.

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15) If we examine the situation now, we would find that seven UN Social Welfare and Community Development training experts are functioning right now in Africa. Eleven more work as General Social Welfare advisers in the same region. Tens of African social workers are being trained in European and American countries with the help of the United Nations. Several Schools of Social Work are getting financial help from the United Nations - specially from UNICEF.

16) International co-operation should not be limited to programmes planned and financed by international agencies and more developed countries. African countries themselves should take the lead and start co-operative endeavours among themselves in the field of social welfare and Community development training.

Table 1.

SCHOOLS OF SOCIAL WORK AND COMMUNITY DEVELOPMENT TRAINING CENTRES IN EAST AFRICA

(Students and Staff situation 1966-67)

COUNTRY	Name of Training Centre	Number of Students	Average age 1st. year	Number of full time teaching staff	Academic qualifications of teaching staff			Number of students per staff member.
					Less than	B.A. or B.SC.	M.A. or M.Sc.	
ETHIOPIA	School of Social Work Haile Salassie 1 Univ.	51	21	4	-	1	3	12.8.
	Awassa C.D.Training and Demonstration Centre (regular 2 year courses)	39	19	14	9	3	2	2.6 (In-service courses not counted.
KENYA	Kenya School of Social work	61	24	6	1	4	1	10.2
	Women's Social Inst	23	20	2	1	1	-	11.5
MALAGASY	Ecole de Cadres pour Travaileurse socialse	37	20	2	2		-	18.5
U.A.R.	High Institute of Social Work	750	18:30	60	-	30	30	12.5

COUNTRY	Name of Training Centre	Number of Students	Average age 1st. year.	Number of full time teaching staff	Academic qualifaction of teaching staff			Number of students per staff member.
					Less than B.A.	B.A. or B.Sc	M.A. or M.Sc.	
SUDAN	National Community Development Training Centre(One year training)	25	25	10	10	-	-	2.5
UGANDA	Social work and Social Administration Unit, Makerere University	50		3	-	-	3	16.7
ZAMBIA	Oppenheimer Department of Social Service, University of Zambia	103	21.5	6	-	2	4	17.2
	Kitwe Urban Community Development Centre	30	27	4	4	-	-	7.5

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH CONFERENCE
"TRAINING FOR ADULT EDUCATION IN AFRICA"

Report

Problems of Training for Adult Education in Africa

Group I

Chairman: Prof. Lalage Bown
Rapporteur: Mr. Erik Bjerre

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Mohamed Beshir
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Our conclusions are generalization at an All African level, and more detailed deliberations are therefore necessary at a national level.

1. Financing of Training.

a) Funds are disposed of by a number of Ministries (Education, Agriculture, Social Services, Local Government, etc.) The total amount isnot usually known, and it would be a useful task to ascertain the total amount provided by Governments for adult education training. Such a survey should, if possible, also include the contributions made by voluntary bodies.

b) It is recommended that a special item for training for adult education should appear in the budgets of Central Governments as well in the National Development Plans because developing human recourses is an essential component of the socio-economic development effort.

c) Training for adult education is not however, the responsibility of Central Government alone, Consideration should be given to obtaining systematic contributions from employers. As a means of financing the training the training of those who will supervise and train Industrial workers.

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d) Each department will continue with its own special training programmes, but there is urgent need for a common core or common service training in countries where it is not already provided.

e) The different agencies concerned should contribute to such a centralized common training programme.

It is important to review all the implications before deciding which Ministry should direct the pooling of funds.

2. Organisation of Common Core Training.

a) Al already stated in 1(d) each specialised agency of adult education should continue with own special training courses. It is strongly recommended that such training should be initiated and carried out through the Department or Institute of Adult Education of a University since such an institution is a neutral body; the Department or Institute concerned should be regarded as a national institution. which furthermore is supposed to carry out research in adult education.

University adult education wings not already engaged in adult education training will often be broadened in outlook by becoming responsible for such training.

b) Universities engaged in adult training on an Ad Hoc basis face a problem of recognisition for their courses. Systematic arrangements are also needed to secure release from the public or from employment for participants whether coming from the public or the private sector to enable them to attend courses.

c) This leads to a proposal that training should be organised in collaboration with a National Council of Adult Education or with a statutory Government Board of Adult Education or some similar body on which the University is represented in order to secure that the courses are fully recognized from the Start.

d) The University Department or Institute concerned should try to establish special relationships with outside bodies in order to maximise cooperation especially in the utilisation of training personell.

The relationship between Institutes of Education and outside training agencies which exist in some countries may be taken as a guide.

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e) Common care, training at a lower level than undergraduate or graduate courses may be arranged by the University or directly by the respective agencies concerned.

3. Training Abroad.

a) An important aspect of the organization of training is the co-ordination between local and overseas courses arranged either by national or international organization. For some years to come there will still be a need to use overseas courses for top-level and higher intermediate training. In addition there is an ever riding need for some people in every country to acquire first - hand knowledge of conditions and ideas abroad.

b) Adults selected for training must not only be of a certain educational standard, but must also be mature people with an understanding of the wider implications of adult education.

Adult educators selected for overseas training should be sufficiently experienced to be able to transform and adapt their foreign experience to their home situation.

c) Nearly all existing arrangements for overseas training seem to suffer from lack of communication between the parties concerned. The recipient country very often does not get enough information about course content, level, etc. or the information does not reach those who are immediately concerned. The donor country is often misled as to the numbers and qualifications of participants for the courses offered.

Duplication of contacts is strongly recommended. The official channels should be supplemented by personal contacts, and the African Adult Education Association should be officially a valuable source of information about training possibilities within adult education.

University Departments or Institutes of Adult Education and other recognised institutions may serve as an agencies for screening candidates. Since financial provision is usually made by Governments or Inter-governmental organisations they should be encouraged to seek the help of such departments or institutions in selecting candidates.

d) It is essential to avoid conflicting attitudes among staff who have received different kinds of training.

e) Inter-African cooperation should be strongly encouraged since this will often provide more relevant training conditions.

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Such African exchanges will only be possible if the necessary funds can be made available.

f) It is appreciated that U.N. and its specialised agencies provide fellowships which among others may be used for studies in African countries as well as eslewhere.

g) It is essential that overseas training doesn't complete for students with African institutions.

4. Selection of Adult Education Staff.

a) The man or woman at local level is the key figure in adult education programmes. Special care should therefore be taken to select persons of appropriate character and outlook for lower level jobs and it should be recognised that selection of field staff is as important as selection of higher-level workers.

The looking for suitable field staff, selectors should seek persons who be background and character are capable of enjoying village living, and who have not become alienated from the rural environment.

b) A consequence of the importance of selection for lower level work is that the senior officials who may have to do this selection should themselves be chosen for their capacity, among other things, in judging suitable subordinates, Training of Senior adult education staff should include guidance 2. in selection of and relations with junior workers.

c) The valuable contributions to adult education by many primary and secondary teachers are highly appreciated. Unfortunately however, many teachers from these categories are without the necessary training and/or attitude to fit them to teach adults.

d) A short introductory course should be obligatory for employment in part-time work.

e) A career structure is of paramount importance in attracting full time staff. Unfortunately many teachers have not hitherto regarded adult education as a permanent employment but as a springboard for more attractive jobs. The present extent of job-mobility hinders further development of adult education in Africa.

f) For higher level jobs it is probably important to select potential staff when they are still young so that they may be given the opportunity to acquire a sense of mission.

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g) improvements in the status of adult education and in promotion possibilities are crucial for recruiting and holding staff of the right calibre.

5. Content and level of training.

a) Much training for adult education in the past has been carried out haphazardly. It is essential that existing programmes be carefully examined and that research be undertaken with a view to establishing new methods of training and the most appropriate content.

b) The inadequate educational systems of the past create the dilemma that many senior officials may have much less formal education than their younger colleagues. Instructors in this category may have to teach people with higher formal education than they themselves possess.

Many teachers were educated in less relevant subject matter, for example, British and not African history which they now teach.

It is important that such people have the chance to refresh their subjects and this apart from the fact that any adult educator accepting the concept of life-long education has a moral obligation to continue his own studies.

c) We must recognise the wide range of educational levels of those for whom we are providing training. Equally there must be options available within the general course in order to be able to meet the wide range of specific needs within adult education.

Older teachers who join adult education may need special reinforcement since experience can be negative and teachers may become less creative and productive as the years go by.

d) Training is often carried out under elaborate conditions in the most developed part of a country. It might well be advantageous if training centres were to be situated in less developed but more typical areas.

e) There is a great shortage of local practically oriented training material. Its production should be encouraged for use of both national and Intra-African level.

f) There is no immediate solution to the problem that teachers are often taught in a language other than the one they will use themselves as teachers. Some training in linguistics

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that will ease this difficulty is urgently needed.

g) It should be noted that in addition to training of full-and-part-time teaching staff at all levels in adult education there is a need for training courses to be arranged for voluntary leaders and helped in adult educations.

h) Training should not be regarded as a single-shot process, but one in which constant reinforcement is necessary. Adult education in the field may be helped by correspondence courses, vacation courses and occasional study-visits.

6. The future of advanced training for adult education.

a) To meet contemporary needs, a number of African countries are now introducing advanced training in adult education. The levels of courses varies from country to country, but even where a start is being made with a certificate or non-graduate diploma courses, graduate or post-graduate qualifications are envisaged at a later stage.

When fully developed these advanced levels of training may include an adult education component in first degrees as well as M.A. and Ph.D. in adult education.

b) It should be recorded that increasing awareness in recent years of the necessity for a fully recognised, professional training for adult education is an important achievement.

c) In order to encourage development of progressive training opportunities in African countries, overseas should increasingly be regarded as a means of mutual reinforcement and not as a substitute for training in the African situation.

AFRICAN ADULT EDUCATION ASSOCIATION

FOURTH ANNUAL CONFERENCE

"TRAINING FOR ADULT EDUCAION IN AFRICA"
UNIVERSITY OF KHARTOUM

28th. December, 1968 - 4th. January, 1969.

Discussion Group 2 Report: Methods and Techniques of Training for Adult Education.

Group members:	Daudi N. Mwakawago (Chairman)	Tanzania
	W. Jack A. Harris	England
	Mirghani Babiker	Sudan
	Abdel Rahman El Sheikh	Sudan.
	Morris W. Mulima	I.L.O. and Kenya.
	Abdel Rahman M.Mahmoud	Sudan
	Abdalla Mirghani	Sudan
	William P. Capstick	Zambia.
	Omer Yahia Omer	Arab Regional Literacy Organization.
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	Ibrahim M. Shalaby	Sudan.
	Colin McCaffrey	Zambia.

Two guiding points for our discussion were agreed early on: first, any worthwhile consideration of methods and techniques could not be severed completely from consideration of the content that they were intended to convey; secondly, we should attempt to consider not every method but a fairly representative selection suitable for various groups and subjects.

A distinction between method and technique that would facilitate our discussion was agreed, but it was recognized that equally good or better definitions and distinctions might well be adopted to meet other purposes. A method, it was agreed, should be considered to be the structure form in which a particular class meeting or course is cast; e.g. lecture, discussion, case study, role playing. A technique should be the manner of applying a method and should include what Coolie Verner's more rigorous and complex conceptual scheme holds to be not techniques but devices; e.g., use of blackboard illustrations

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in the course of a lecture. A technique may provide the means of rendering effective a method which might otherwise be ineffective. The converse, of course, should also be borne in mind.

The early part of the discussion brought detailed descriptions of Methods and techniques adopted, successfully or unsuccessfully, in sample courses known by personal experience to members of the group, in Sudan, England, Tanzania, and Zambia, and in the I.L.O.'s. courses for labour leaders. Much of this material overlaps with that contained in papers and discussions of papers presented earlier in this Conference and is not set down here at length.

Recommendations which appeared to win support from all or most participants are as follows:

1. Efforts should be made to ensure as far as possible, continuing evaluation of each on-going training course for teachers of adults, in order to facilitate flexibility of methods and techniques to meet unforeseen or unforeseeable needs and conditions.

Such evaluation should ordinarily rely only in small degree on formal written questionnaires, and could probably gain most from free contacts of students and teachers, students and students teachers and teachers.

2. Methods and techniques must be adapted in the light of reliable evaluation not only of the teacher's success in achieveing the aims of the course but of the utility of the course in the long-term socio-economic context.

3- Students should not merely be instructed to the extent of knowing how to use teaching aids but should be given such practice, supervision and practical guidance as to ensure, as nearly as possible, that they became accustomed to actually using aids up to but not beyond the limits of optimum effectiveness of each.

4. The personality, ability, and inclinations of individual students should be considered in the guiding of each towards the utilization of those methods and techniques with which he can achieve best results.

5, As a general guide, simple teaching aids should be given priority in training courses, since, in the view of our group, it is only in exceptional well equipped teaching centres that sophisticated electronic aids may normally be expected to achieve greater effectiveness.

6. While the lecture method is not without utility, particularly for homogeneous groups of high academic level, it is frequently advisable that transcripts should be available to students.

7. "Methods should arise from the objectives of a particular course as Professor Tigani says.

8. Visits or observations should be accompanied, in most cases, by specific instruction or discussion on the activities observed.

9. Role playing may be applicable at all levels of training.

10. Case studies at higher levels of training are more suitable for theoretical study.

11. Individual or group project work by students and demonstrations by staff may be suitably adapted to all levels of training.

12. Discussion and seminar work should be an important part of all forms of training in adult education.

13. Some use can be made of correspondence and/or mass media courses if they are linked to group discussion.

COLIN McCAFFREY ,

Rapporteur

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Group B.

Chairman: E. Maizel
Secretary: Kwega, J.[illegible].
Dr. Lowe
Mr. Orke
Abebe Gheda
Alexander

The role of African Universities in the Training of Adult Educators.

1. What Universities can do

(a) Post graduate full or part time courses leading to certificates, diplomas or higher degrees in adult education. These should be specially designed for those who want to work in the adult education field or who are already working in the field.

b) Post-graduate full or part-time courses of any duration not leading to any award.

(c) Training courses at various levels and of varying length. Universities should not offer such training courses, however, if they conflict with existing courses offered by other agencies. Furthermore, courses should only be offered at the lower levels on the understanding that other agencies will be encouraged to take them and as soon as possible.

(d) Orientation of Country Leaders - Restricted as in (c) above.

2. Kinds of people to be trained.

a) Administrators - those who determine policy and supervise its execution.

b) Organisers - These who do not in the main make policy but are essentially engaged in carrying out pre-determined policies.

c) Teachers

N.B. It is realized that any one person may combine or at different times play any one of these three roles.

d) Those who have a responsibility for adult-education incidental to other duties. e.g. trade union officials, librarians, community health nurses.

e) those who are concerned with international adult education. e.g. secretaries of clubs, and societies, Ministers of religion, community centre officers.

N.B. If a university should for some reason be unable to carry out training iself it should still be prepared to help other agencies involved in the training of adult educators by e.g.:

a) Assisting in planning courses
b) Helping in deciding their content
c) Helping with evaluation and research
d) Acting as an examining body.

3. CONTENT:

The Content of each course will obviously depend upon the academic level, practical experience and actual needs of participants, but most courses will presumably touch on one or more of the following topics in greater or lesser depth:

i) Aims
ii) Planning and organisation
iii) Teaching methods
iv) Adult learning
v) Relevant social, political and economic factors in development.
vi) Basic methods of inquiry and evaluation.
vii) Historical Background
viii) Comparative studies (c. adult education.
ix) Study within this framework will be reinforced by visits of observation and practical work.

The essential thing is that each course, from the one day seminar to the two year higher degree course should be geared to the professional needs of the participants and not devised in the light of abstract theories.

4. Implications.

a) Research and training should go hand in hand. It is suggested that, without prejudice to their existing functions, university adult education departments should give high if not highest priority to the allocation of time and resources to such research and training. Newly established universities might well consider concentrating on these tasks from the outset.

b) Before universities can usefully engage in training they will have to satisfy:

i) Requirements of prevailing government policy, in order to ensure that those who obtain the qualifications they offer will obtain appropriate recognition a n d remuneration.

ii) Requirements of university authorities through the normal academic channels.

Hence a great deal of exploratory work will be required.

c) The following factors will also have to be taken into account:-

i) The need for full-time qualified staff in the department who have studied and understand the **principles**, aims and practice of adult education. Reliance on part-time service from other departments will not suffice.

ii) The necessity of a sound financial basis for courses entailing not only the funding of full-time staff but also the availability of money for books and equipment.

iii) In addition to the above the required facilities will include:

- Suitable classrooms
- A well stacked library
- Visual Aids
- Office facilities
- residential accommodation for students on full-time courses.

iv) Coordination of work being undertaken with that done by other agencies to avoid duplication. Provision should be made for regular consultation with such agencies but bureaucratic structures without personal will to seek it will not receive effective cooperation.

TRAINING FOR ADULT EDUCATION

RURAL DEVELOPMENT COLLEGE, HOLTE, DENMARK.

Diploma Course in Rural Development

The course is interdisciplinary and takes rural development as its main theme. A continuing feature is the comparative study of rural development experience in the participants' countries. The main subjects are listed below. In tutorials, discussions and lectures, the interrelationships between these subjects are stressed. Duration of the course: Eight months.

COMMUNITY DEVELOPMENT

The evolution of the idea. Community development as a "Philosophy" a process, a technique of development. Comparative study of community development programmes in Africa and elsewhere Relationships between community development and other organizations. Planning of local programmes. Training for community development. Public administration aspects. Community development and national planning.

AGRICULTURE

The study of agricultural development - factors and relationship. Development of Danish agriculture and its present position. Nutrition - basic principles of human and animal nutrition and the main nutritional problems of Africa. Tropical agriculture - soil conservation, crop production and animal husbandry. Agricultural extension - principles of agricultural economics and planning agricultural projects. Case studies of agricultural development projects. Research and demonstration.

COOPERATIVES

The history and philosophy of the cooperative idea. The development of the cooperative movement in Denmark. Consumer cooperation. Agricultural cooperatives including agricultural credit. Cooperative by-law. Management and administration. Education and cooperation.

ADULT EDUCATION AND COMMUNICATION.

Aims and objectives of adult education. The Danish Folk High Schools - philosophy, methods, role in the development of Denmark. Comparison of Folk High Schools and Training Centres in developing countries. Adult education in Africa, with emphasis on literacy. Comparative study of literacy programmes. Methods and organization of literacy programmes. Community education and development-oriented programmes of popular mass education. Communication theory and the role of audio-visual aids. Audio-visual methods and techniques.

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ECONOMIC AND SOCIAL DEVELOPMENT

Forces of social change - technological, economic, ideological. Historical review of development - agrarian, urban, industrial. Socio-economic background to African development. The dual economy in Africa. The money economy: finance, taxation, prices and trade. Problems of social change in rural Africa - the family, traditional groups, cultures and sub-cultures. Management of social development-civil service and government. Case studies of human problems in technilogical change. Methods of pre-plan survey.

PLANNING

Comprehensive and multi-dimensional planning. Illustrated by case studies of (a) a sector plan for agricultural development (b) a sector plan for improvement of living conditions in a rural area (c) a regional development plan. Human problems of planning. Methods of involving people in planning.

PSYCHOLOGY

The elements of general psychology with special emphasis on human development, leadership and group dynamics. Problems of human relationships (case discussions and role playing).

ADDITIONAL SUBJECTS

Social welfare. Rural youth. The role of international agencies in development with special emphasis on the Economic Commission for Africa.

DANISH EXPERIENCE

The Danish experience of development has provided a constant source of reference, both theoretical and practical. Weekly educational visits are made. All students spend one week of field work staying with a Danish family. A survey of a Danish village is undertaken by all students.

STUDY TOURS

In addition, study tours may be arranged to Sweden, Geneva and Italy.

STUDENTS WORK

The students prepare individual assignments in all the principal subjects. There is also a longer assignment designed to integrate aspects of development work. In addition, case studies of problems of field work are prepared by students, as well as presentations for class and group discussions.

~~Sv. Erik Bjerre~~

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Admission requirements.

1. Age: 25-35 years old.
2. General education: A minimum of 10 years.
3. Language: A thorough knowledge of the English language which is the medium of instruction.
4. Training and experience: Participants are expected to have completed the local training courses in their own field and to have had several years of field experience.

The interdisciplinary nature of the course maker is useful for the different categories of people working in rural development. It is of special value for those who may have responsible positions in teamwork and training at district or provincial level.

The course will be especially useful for officers from the following areas: Adult Education, Agricultural Extension, Community Development, Co-operatives, and Health Education.

Application: Through Danish Embassies. 30 sechelarships per year for about 10 African countries.

Besides the above mentioned course the Rural Development College is arranging a two months UN/ECA Training course, so far for 1968 and 1969.

Bjerre
Sv. Erik Bjorre

APPENDIX I

DIPLOMA IN ADULT EDUCATION.

Course Structure

		L	S	P
A.	**Compulsory**			
1.	Principles of Adult Education.	25	20	
2.	Organization and Practise of Adult Education and Community Development.	25	20	5
3.	Techniques of Communication	25		
	One of the following specializations.			
	a. radio, TV.			20
	b. Correspondence			20
	c. audio-visual aids			20
	d. Programmed learning			20
4.	Elements of Social Structure.	10		
5.	Comparative Adult Education.	15	15	
6.	Principles of Urban and Rural Development	25	15	
		125	65	25
B.	**Optional (One subject only)**			
1.	Functional Literacy.		25	
2.	Principles of Community Development.		25	
3.	Youth Studies.		25	
4.	Women's Education.		25	
5.	Agricultural Education and Extension.		25	
6.	Health Education.		25	
7.	Social Welfare, Principles and Practice of		25	
	Total: 240 sessions.	125	90	25

C. 1. Dissertation, supervised by Personal Tutor.

2. 3 x 3 hours Examination Papers.

L = Lectures
S = Seminars
P= Practical periods.

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APPENDIX II

Syllabus - Compulsory Subjects.

Diploma in Adult Education.

Course I: Principles of Adult Education.

a.	History of Educational Thoughts.	5 lectures
b.	Concepts and Terminology of Adult Education.	5 "
c.	Adult Education, Economic Planning and Development.	5 "
d.	Research, Co-ordnation and Planning in Adult Education.	5 "
e.	Development of Adult Education in East Africa.	5 "
		25 lectures

Course 2: Organization and Practice of Adult Education and Community Development.

a.	Principles of Management.	5 lectures
b.	Case Studies of Aplication.	5 "
c.	Teaching Methods.	5 "
d.	Cultural Activities, Games.	5 "
e.	Psychology of Adult Learning	7 "
		25 lectures

Course 3: Techniques of Communication.

a.	Therories of Communication and group Dynamic.	5 lectures
b.	Use of Media, Radio, TV. Correspondence, Programming, Instructional Systems. Evaluation.	10 "
c.	Applied Tchniques to Literacy, Teaching, Agricultural Extension Health Education and Community Development.	10 "
		25 lectures

Course 4: Elements of Social Structure.

a.	Concepts in Sociological Analysis	3 lectures
b.	The Nature of Society.	3 "
c.	Social Stratification and Group Attitudes.	4 "
		10 lectures

APPENDIX III

Course 5: Comparative Adult Education.

a.	Basic Comparative Criteria	3	lectures
b.	United Kingdom.	2	"
c.	North America.	2	"
d.	Scandinvia.	2	"
e.	West Africa (French speaking	2	"
f.	India.	2	"
g.	International Trends.	2	"
		15	lectures.

Course 6: Principles of Urban and Rural Development.

a.	Economic and Cultural Background to Development.	8	lectures
b.	Population Problems.	3	"
c.	Technological Background.	3	"
d.	Educational Policy.	3	"
e.	Development Planning. District, Provincial and National Planning.	8	"
		25	lectures.

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